FIVE QUESTIONS
ONE MISSION
BETTER LIVES FOR KENTUCKY'S PEOPLE

2004 - 05
KENTUCKY
POSTSECONDARY
EDUCATION
ACCOUNTABILITY
REPORT

January 2006

Members
Council on Postsecondary Education

Kentucky Council
on Postsecondary Education
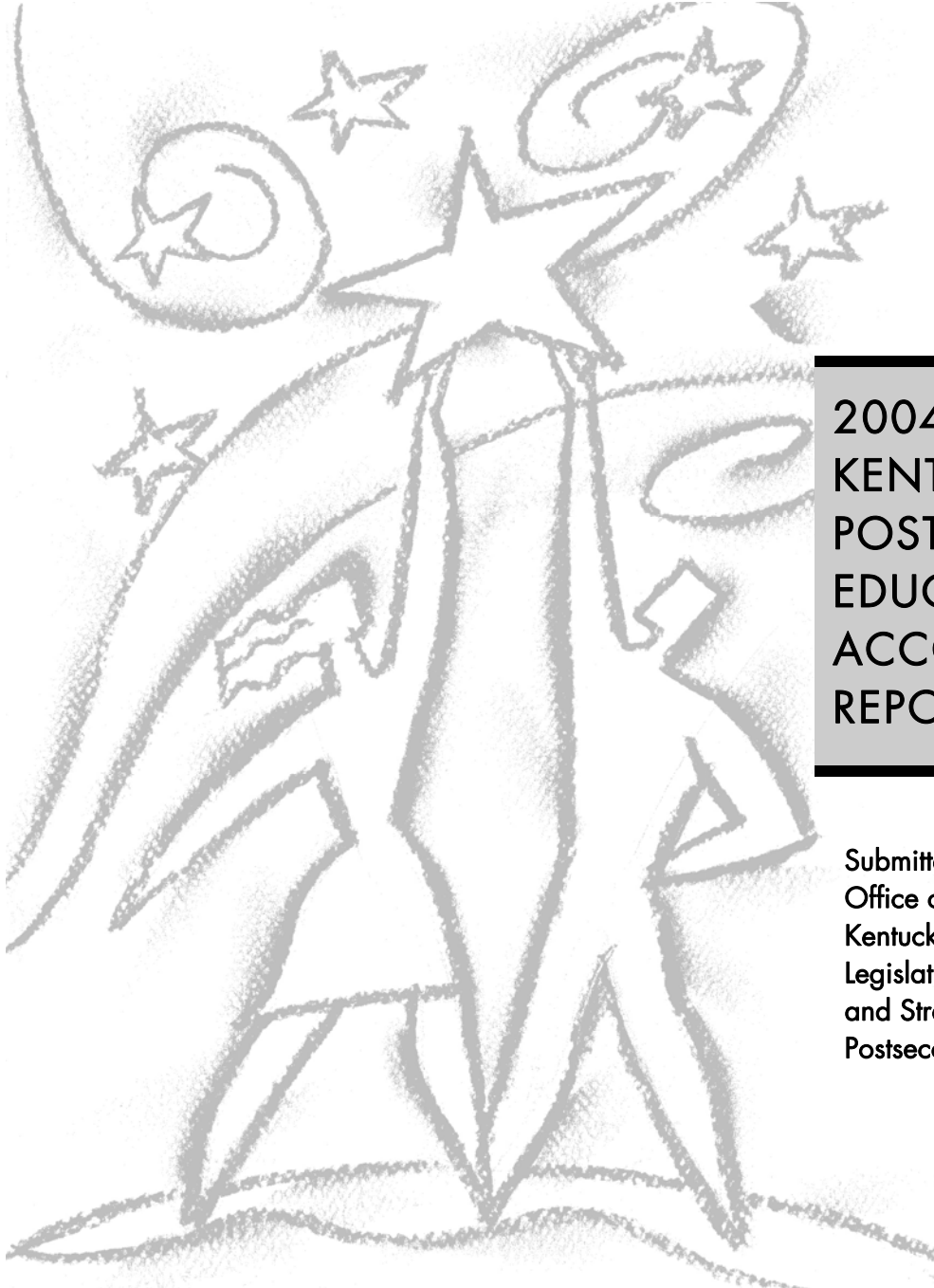
2004 - 05 KENTUCKY POSTSECONDARY EDUCATION ACCOUNTABILITY REPORT

Submitted to the
Office of the Governor,
Kentucky General Assembly,
Legislative Research Commission,
and Strategic Committee on
Postsecondary Education

January 31, 2006

The Council on Postsecondary Education is directed by statute to provide the Governor and the members of the General Assembly an annual accountability report on Kentucky's postsecondary education system. The report documents systemwide and institutional progress in advancing the Public Agenda and the mandates of the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1) and reviews initiatives to be undertaken during the next year.

The structure of the 2004-05 accountability report was altered to mirror the revised postsecondary Public Agenda approved by the Council late in 2005. The new structure is more focused and provides year-to-year, comparative, and historical progress on key indicators of reform that reflect state needs, as defined by the five questions of the Public Agenda and HB 1. The report includes an executive summary of key indicators organized by the five questions, detailed data and analyses on state and institution key indicators, brief descriptions of state and institution initiatives to be implemented in the coming year, and a section linking progress made on the five questions of the Public Agenda to the six goals of HB 1.

During 2004-05, Kentucky's postsecondary education system continued to move forward. Incoming students and adults are better prepared for postsecondary work than they were a year ago. Despite tuition increases, access to postsecondary education continues to be affordable for the majority of Kentuckians, with the exception of part-time, independent students. Undergraduate and graduate enrollment, degree and credential production, transfers between KCTCS and four-year institutions, minority student access and achievement, and graduation and persistence rates all show signs of improvement. Kentucky continues to be at the forefront in implementing statewide assessments and innovative improvements in teaching and learning. Furthermore, as evidenced by new performance indicators, the institutions have strengthened their commitment to being good stewards of place by playing an active role in community and economic development.

However, it is also evident that Kentucky will need to do more in order to achieve the goals of HB 1 by 2020. The economic windfall that would result from significantly boosting Kentucky's educational attainment would be unprecedented - an estimated $5 billion more in cumulative tax revenues and $71 billion in cumulative personal income by 2020. However, to get to the national average in terms of working adults with a bachelor's degree or higher, we must double the numbers—from 400,000 degree holders in 2000 to approximately 790,000 degree holders by 2020. Achievement of this goal will require unprecedented levels of performance and productivity throughout the educational system. It also will require adequate and sustained levels of resources.

The statute is clear, and we will continue to push the system forward and answer the questions outlined in the Public Agenda. We look forward to working with you as we develop and refine the Public Agenda and long-term funding model to achieve our mission of better lives for Kentucky's people.

Sincerely,

Thomas D. Layzell

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Kentucky Postsecondary and Adult Education 2004-05

The capacity of Kentucky's postsecondary and adult education system to make progress on HB 1 and the Public Agenda depends upon various demographic, educational, economic, social, political, and environmental factors. Highlighted below are a number of issues that to varying degrees impact postsecondary and adult education's ability to improve the quality of life and economy for all Kentuckians. Information on data sources can be found in Appendix C, Technical Notes.

General Population Data

	State	US
Total population	4,041,769	281,421,906
Median household income	$33,672	$41,994
Percent living in poverty	14%	12%
Percent eligible for Medicaid	18%	N/A
Estimated percent who do not have medical insurance	13%	14%
Percent of registered voters who voted in the November 2004 election	65%	89%
Unemployment rate 2004	5.3%	5.5%
Households with computers	58%	62%
Households with internet	50%	55%

Highest Level of Education

	State	US
Less than a high school diploma or GED	22%	16%
High school diploma or equivalent	35%	30%
Bachelor's degree or above	19%	27%

College Readiness

	State
Average ACT Score (2005)	20.4
Percent underprepared in one or more academic subjects (2002)	48%
Percent underprepared in math (2002)	35%
Percent underprepared in English (2002)	25%

Educational Pipeline

Public high school graduates (2004)	37,787
Kentucky Adult Education enrollments (2005)	124,801
GEDs awarded in Kentucky (2005)	9,757
Number of students from Kentucky who entered postsecondary education (2004)	27,835
Number of students from Kentucky who earned a bachelor's degree (2004-05)	13,708
Number of additional bachelor's degree holders needed for the state to reach the US average	202,800

Employment by Sector

	State	% of Total
Agriculture, Mining, and Other Natural Resources	26,378	2%
Manufacturing and Construction	346,875	20%
Retail, Wholesale, Transportation, and Utilities	368,755	21%
Finance, Professional, and Business Services	276,576	16%
Education and Health Services	210,961	12%
Government	289,987	17%
Leisure, Hospitality, and Other Services	206,240	12%

Undergraduate Enrollment

Institution	Fall 2004 Enrollment
Eastern Kentucky University	13,837
Kentucky State University	2,183
Morehead State University	7,762
Murray State University	8,371
Northern Kentucky University	12,070
Western Kentucky University	15,846
University of Kentucky	18,492
University of Louisville	14,933
Kentucky Community & Technical College System	81,990
Independent Colleges & Universities	27,121
Total	**202,605**

Finances

Financial Aid	# Awards	Dollars
Federal Pell Awards	83,762	$202 M
Federal Loans	64,157	$353 M
Kentucky Educational Excellence Scholarships (KEES)	62,006	$81 M
State Need-Based Grants	55,185	$76 M

State General Funds	2005-06	Benchmark Funding Gap
Eastern Kentucky University	$73.6 M	$15.6 M
Kentucky State University	$24.4 M	$2.9 M
Morehead State University	$43.4 M	$5.8 M
Murray State University	$53.0 M	$3.4 M
Northern Kentucky University	$46.6 M	$22.3 M
Western Kentucky University	$74.8 M	$27.5 M
University of Kentucky	$306.3 M	$46.3 M
University of Louisville	$154.0 M	$52.5 M
Kentucky Community and Technical College System	$201.8 M	$78.2 M
Total	**$978.3 M**	**$254.5 M**

State Funding Levels (1999 to 2006)	% Increase
CPE and Public Institutions	22%
Kentucky Adult Education	93%
Student Financial Aid	241%
Postsecondary Education Total	33%
Primary and Secondary Education	33%
Medicaid Benefits	50%
Justice and Public Safety	44%
Rest of Government	11%

Average Faculty Salaries	State	US
All Ranks	$60,707	$65,548
Professor	$81,784	$89,001
Associate Professor	$60,768	$64,921
Assistant Professor	$51,205	$54,523

Introduction

KRS 164.020(3) requires the Council on Postsecondary Education to prepare an annual accountability report for the Governor, the Legislative Research Commission (LRC), and the Strategic Committee on Postsecondary Education (SCOPE). The purpose of the report is to inform policy makers, legislators, and taxpayers of system-wide and institutional progress in advancing the Public Agenda and the mandates of the *Kentucky Postsecondary Education Improvement Act of 1997*, or House Bill 1 (HB1), as well as reviewing initiatives to be undertaken during the next year.

2004-05 Accountability Report

The structure of this year's accountability report has changed to provide concise year-to-year, comparative, and historical progress on key indicators of reform that reflect state needs, as defined by the five questions of the Public Agenda and HB 1.

The report includes the following:

- An executive summary of key performance indicators organized around the five questions of the Public Agenda.

- Data and highlights of state and institution key performance indicators including year-to-year comparisons, comparative data such as Southern Regional Education Board (SREB) states or national norms, and historical trends.

- Brief descriptions of selected state and institution initiatives to be undertaken in the coming year to enhance performance, including how success will be measured.

- A section linking the five questions of the Public Agenda to the six goals of HB 1.

2005-2010 Public Agenda

House Bill 1 requires the Council to review its Public Agenda every four years. A review of the strategic plan began in early 2004 with an analysis of demographic, economic, and education data from 1997 to 2004. Nine regional forums and a series of meetings with state policy, civic, and business leaders were held to discuss the role of Kentucky's postsecondary and adult education system in addressing the challenges and issues facing the Commonwealth.

Five Questions - One Mission: Better Lives for Kentucky's People reflects what the Council heard from concerned, engaged citizens across the state and learned from its analysis. This new Public Agenda will guide the work of Kentucky adult and postsecondary education through 2010. The plan emphasizes accountability, degree completion, and affordability, and is built around the new five questions of reform:

Question 1: Are more Kentuckians ready for postsecondary education?

Question 2: Is Kentucky postsecondary education affordable for its citizens?

Question 3: Do more Kentuckians have certificates and degrees?

Question 4: Are college graduates prepared for life and work in Kentucky?

Question 5: Are Kentucky's people, communities, and economy benefiting?

Additionally, the Public Agenda includes campus action plans from the eight public postsecondary institutions, the Kentucky Community and Technical College System, and the Association of Independent Kentucky Colleges and Universities that outline each institution's mission parame-

ters, priorities for action, and key indicators of progress. A link to the campus action plans, along with other Council and institutional resources related to accountability and planning, are included in Appendix A and B of this report.

When revising the key indicators for the 2005-10 Public Agenda, the Council staff worked to refine the current accountability system while preserving its established strengths. Thus, the overall structure continues to be five questions that present a broad range of policy issues in concise, everyday language. The total number of indicators remains small to focus attention where it will most help reform efforts and prevent policymakers from drowning in a sea of statistics. As before, goals will be set for each of these indicators at the institutional and state levels. The Council staff sought input from an advisory group of institutional and state government representatives throughout the development of this accountability system and held

additional meetings to solicit feedback from other interested parties.

The result is a streamlined set of key indicators that delineates progress first at the state level and then at the institutional level by type of institution. State-level indicators answer each of the five questions in the broadest sense, presenting the "big picture" outcomes of postsecondary education and ensuring Kentucky's ability to compare its progress to that of other states. Tailored sets of sector-specific key indicators—for research universities, comprehensive universities, KCTCS, and the independent institutions—better reflect the divergent missions of the different types of institutions as set out in HB 1.

House Bill 1 Kentucky Postsecondary Education Improvement Act of 1997 Six Goals – 2020 Strategic Plan	
Goal 1	A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.
Goal 2	A major comprehensive research institution ranked nationally in the top twenty (20) public universities at the University of Kentucky.
Goal 3	A premier, nationally-recognized metropolitan research university at the University of Louisville.
Goal 4	Regional universities, with at least one (1) nationally recognized program of distinction or one (1) nationally recognized applied research program, working cooperatively with other postsecondary education institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.
Goal 5	A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.
Goal 6	An efficient, responsive, and coordinated system of autonomous institutions that delivers educational services to citizens in quantities and of a quality that is comparable to the national average.

Executive Summary

The following tables provide a snapshot of progress on implementing the reforms set in motion by HB 1. This chart is organized by the five questions of the Public Agenda and the designated statewide performance indicators. It is important to remember that there are also a number of institutional key indicators that reinforce the Public Agenda and HB 1. These institutional indicators are presented and discussed for each of the five questions in the accountability report.

State Key Indicator	Target	Status	One Year Progress	Trend	Pg
Question 1: Are more Kentuckians ready for postsecondary education?					
K-12 student achievement	Revised ACT target to 20.4 in 2005	Increased average ACT of Kentucky high school students by 0.1 to 20.4 in 2005. Up from 20.1 in 2000.	↑	↑	16
Scores of three or higher on Advanced Placement exams	New indicator	Increased 19% from 69 per 1,000 high school juniors and seniors in 2002 to 82 in 2004. Number of students still significantly below SREB and top states. Up from 50 in 2000, an increase of 64%.	↑	↑	16
Incoming Kentucky high school graduates requiring remediation in mathematics or English	New indicator	41% of high school graduates require remediation in math compared to 28% in English. Percentages are too high but comparable to 2002 ACT US averages of 43% requiring remediation in math and 33% in English.	**N/A**	**N/A**	17
Kentuckians earning GEDs	New indicator	Increased number of General Education Diploma graduates by .2% to 9,757 in fiscal year 2005.	→	→	18
Question 2: Is Kentucky postsecondary education affordable for its citizens?					
Kentuckians' ability to pay for college	Lower net cost of going to college as a percentage of median family income	Percent of income required was higher for all three sectors, increasing from 17% to 21% for two-year publics, 19% to 22% for four-year publics, and 40% to 52% for independent institutions from 2002 to 2004.	↓	↓	28
Low-income Kentuckians' ability to pay for college	Tuition and fees at lowest-priced public institutions less than 13% of median family income for low-income families	Increased to 20% in 2004 from 13% in 2002. KY is now more expensive for low-income families than SREB states and US.	↓	↓	28
State investment in need-based financial aid as compared to the federal investment	State need-based financial aid greater than 37% of the total of federal Pell grants	Increased to 40% in 2004 from 37% in 2002. Much higher than SREB (21%) and US (33%) averages. Up from 33% in 2000.	↑	↑	29
Student loan debt	Less than $2,987 in loans per year	Increased 1% to $3,018. Still significantly lower than both SREB and national averages.	→	→	29

State Key Indicator	Target	Status	One Year Progress	Trend	Pg
Question 3: Do more Kentuckians have certificates and degrees?					
Ninth-graders' chance for college	Above US average	Increased 1% to 38% of ninth-graders enrolled in any postsecondary institution within a year of graduating in 2004. Above the SREB average of 36% and slightly below the US average of 39%.	↑	↑	36
College-going rate of GED graduates	New indicator	Increased to 20% in 2001 from 18% in 2000. Up from 12% in 1998.	↑	↑	36
Undergraduate enrollment	201,107 in 2004	Increased 1% to 202,605 in 2004. Up 20% since 2000. Degree-seeking enrollment was up 1.3% in 2004 and non-degree seeking enrollment declined by 2.2%.	↑	↑	37
Graduate enrollment	New indicator	Increased 1.8% to 27,517 in 2004. Graduate enrollment up 21% and first-professional up 10% from 2000.	↑	↑	37
Degrees and other credentials awarded	New Indicator	Increased 9% to 42,772 in 2004-05 from 39,386 in 2003-04. Growth driven by a 34% increase in certificates, a 9% increase in doctoral degrees, 6% increase in master's degrees and first-professional degrees, a 4% increase in associate degrees, and a 3% increase in bachelor's degrees. Total is up 45% since 2000-01.	↑	↑	38
Degrees and other credentials awarded to racial-ethnic minorities	New indicator	Increased 7% to 3,640 in 2004-05, driven by large increases in certificates and diplomas. There was a 10% increase in first-professional degrees and a 9% increase in master's degrees from the previous year. Up 68% over the past four years.	↑	↑	38
Question 4: Are college graduates prepared for life and work in Kentucky?					
Performance of college graduates on statewide learning assessments	New indicator	Students from Kentucky's four-year public institutions scored lower than the other pilot states on both the problem solving and writing component of the College Learning Assessment. In contrast, students from KCTCS scored above the national benchmarks for all four sections of the WorkKeys assessment instrument with particular strength in writing and reading.	↓ 4 YR ↑ 2 YR	**N/A**	54
Performance of college graduates on licensure and graduate school entrance exams	New indicator	Kentucky pass rates for a number of national licensure exams range from 67 to 100%. Data quality and consistency in this area are problematic and will be addressed moving forward.	**N/A**	**N/A**	55

State Key Indicator	Target	Status	One Year Progress	Trend	Pg
Question 5: Are Kentucky's people, communities, and economy benefiting?					
Research and development expenditures per capita	New Indicator	Increased by 12% to $64 per capita in 2003 compared to $57 in 2002. Kentucky trails the SREB average ($98) by 52% and the US average ($110) by 72%. Over the past five years, Kentucky's growth rate has exceeded SREB and US averages.	↑	↑	66
College graduates remaining in Kentucky to live or work	New Indicator	In 2000, 61% of all graduates were working in Kentucky five years after graduation while 73% had a Kentucky driver's license. For bachelor's degree holders only, these percentages were 59% and 71%, respectively. Certificate and diploma holders were most likely to stay while doctoral and first-professional degree holders were most likely to leave. Will be re-assessed in 2006.	**N/A**	**N/A**	66
Degree and other credential production in focus fields	New Indicator	STEM degrees increased by 14% to 12,442 in 2004-05 from 10,911 in 2003-04. Three out of five STEM degrees were health (54%) or psychology (7%) related, while 15% were in engineering and 7% were in computer and information technology. Systemwide, STEM degree and credential production increased 73% since 2000. KCTCS provides 45% of total STEM degrees, followed by 16% for UK and 11% for UofL.	↑	↑	67
Workforce training and assessment	New indicator	Increased by 4% to 241,004 in 2003-04 from 232,452 in 2002-03. KYAE reported a 43% increase in its training and a 16% reduction in its assessments from the previous year. The increase in training was driven by a 64% increase in workforce alliance projects. KCTCS reported a 13% decline in its training activities and a 27% increase in its assessments from the previous year. KCTCS workforce credit enrollment was up 13% from the previous year. However, this was offset by a 39% decrease in workforce non-credit attendance. Without employee assessment, workforce training was down 4% from the previous year.	↑	↑	67
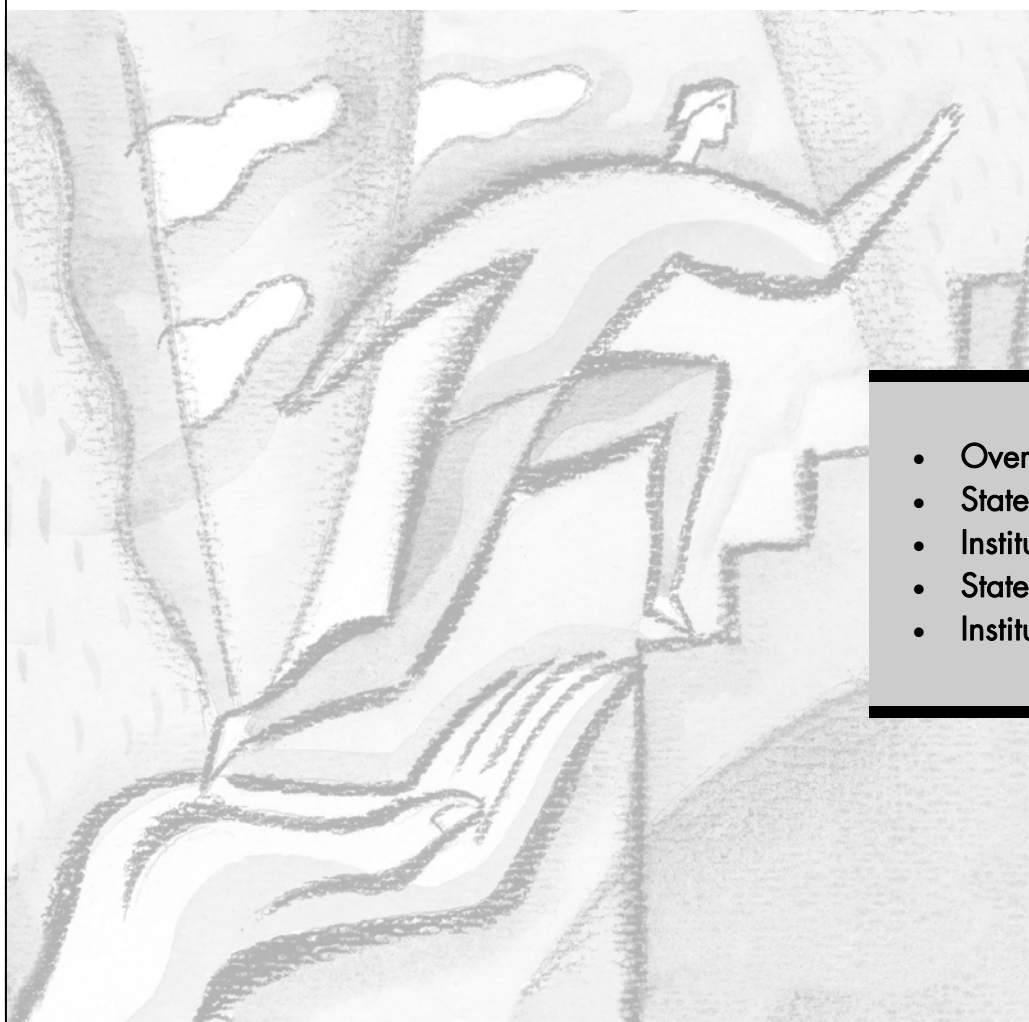
Are more Kentuckians ready for postsecondary education?

- Overview
- State Indicators
- Institutional Indicators
- State Initiatives
- Institutional Initiatives

Question 1: Are more Kentuckians ready for postsecondary education?

Kentucky must do a better job preparing high school students and adults for postsecondary study. An overwhelming majority of high school students expect to continue their education after graduation but have not tackled the rigorous courses that prepare them for college-level work. Many adults recognize the need for advanced training but have not completed high school, or have been out of school for a while and need to refresh their skills. Postsecondary institutions must play a role in helping high schools prepare all of their students for at least two years of postsecondary training, and Kentucky Adult Education must help more of their learners transition to college. For Kentucky to be competitive, all students—regardless of income level, age, gender, or skin color—need better access to high-quality instruction and guidance counseling that will lead them to postsecondary opportunities.

Question 1 - State Key Indicators

K-12 Student Achievement

High school student achievement is measured with the average ACT score of Kentucky's ACT takers. The ACT is a standardized measure of students' readiness for college and permits the direct comparison of Kentucky's high school students with students in other states.

Highlights
- Kentucky high school students score slightly above the average of SREB states and slightly below the US average of 20.9.
- The gap between Kentucky and the US average has narrowed from 0.8 in 1998 to 0.5 in 2005.

- In 2004-05, 29,943 Kentucky students took the ACT. This is an increase of 1 percent from the previous year and approximately equal to the number of test takers five years ago.
- Approximately 8 percent of students taking the exam were African American in 2004-05, compared to 1 percent Hispanic, 1 percent Asian, 0.4 percent American Indian, and 89 percent white.
- In 2005, Asian students had the highest average ACT composite at 22.2 and African Americans had the lowest at 16.8.
- Approximately 56 percent of the ACT takers in 2004-05 were female.
- Gender differences were slight. Male students had an average ACT composite score of 20.5, while the female average was 20.2.

Scores of Three or Higher on Advanced Placement Exams

Students who score high enough on AP exams for college credit are expected to be more prepared for college and capable of doing college-level work. This indicator represents the number of scores that are three or higher on a five-point scale per 1,000 high school juniors and seniors in the state.

Highlights
- In 2004, 82 per 1,000 high school juniors and seniors scored three or higher on AP exams compared to the SREB average of 120 per 1,000.
- Kentucky's numbers have increased at a higher rate (64 percent) than SREB (50 percent) since the year 2000.
- In 2004-05, Kentucky reported 12,340 AP test takers, an increase of 7.7 percent from the previous year, compared to a 10.8 percent increase among all states.

Figure 1.1 Average ACT Scores of Kentucky High School Students

KY 2000	KY 2001	KY 2002	KY 2003	KY 2004	KY 2005	SREB 2005	US 2005
20.1	20.1	20.0	20.2	20.3	20.4	20.2	20.9
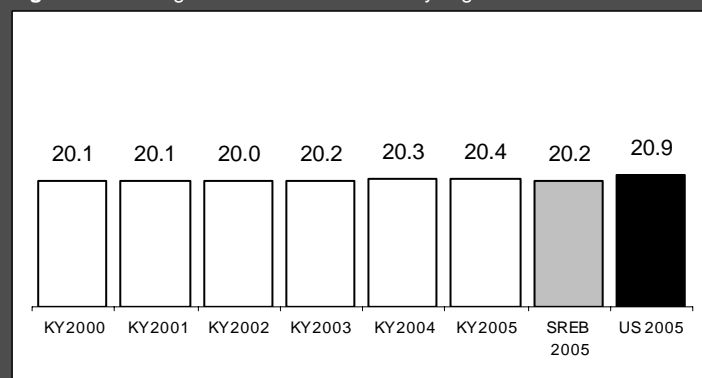
Source: State and National ACT Reports

Figure 1.2 High School Students Scoring Three or Higher on Advanced Placement Exams per 1,000 High School Juniors and Seniors

KY 2000	KY 2002	KY 2004	SREB 2004	Top States 2004
50	69	82	120	219
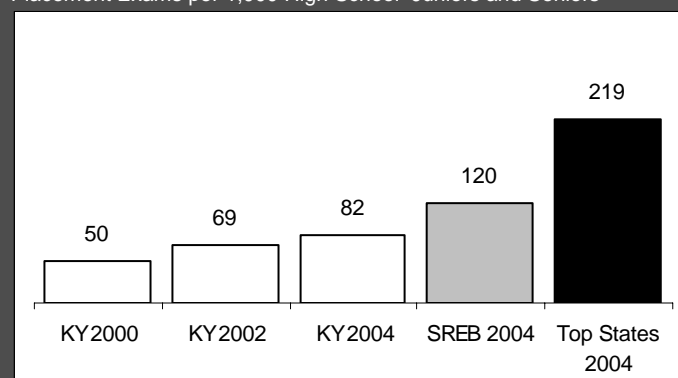
Source: Measuring Up State Report Cards

Table 1.1 ACT Takers in Kentucky

	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Total ACT Takers	28,210	28,745	29,670	30,084	29,532	29,877	29,581	29,943
Race-Ethnicity:								
African American	1,892	1,886	1,995	2,017	2,064	2,024	2,173	2,176
American Indian	118	84	83	95	96	100	97	110
White, non-Hispanic	23,908	24,499	25,375	25,779	25,291	25,663	25,033	25,327
Hispanic	200	210	202	267	221	312	307	324
Asian	281	285	303	343	358	339	360	402
Gender:								
Male	12,313	12,403	12,962	13,280	12,955	13,293	13,022	13,218
Female	15,897	16,247	16,593	16,669	16,416	16,439	16,409	16,580

Note: Demographic categories do not add up to total because of unreported demographic data.
Source: ACT High School Profile Report, HS Graduating Class 2005, State Composite for Kentucky, ACT Inc.

- In 2004-05, approximately 56 percent of Kentucky's AP test takers were female, 3.5 percent African American, 4 percent Asian, 1.4 percent Hispanic, and 87 percent were white.
- The number of Asian AP test takers increased 18 percent from the previous year, African Americans increased 16 percent, Hispanics increased 36 percent, and whites increased 6 percent.
- Out of the 19,747 exams taken in 2004-05 by Kentucky students, approximately half (49 percent) scored 3, 4, or 5 versus the national average of 60 percent scoring 3 or higher. Kentucky did report 7.3 percent more scores of 3 or higher (9,704) than the previous year.
- Of the number of AP exams taken in Kentucky, 19 percent were in US history, 16 percent in English composition, and 11 percent in Calculus.

Incoming Kentucky High School Graduates Requiring Remediation in Mathematics or English

This indicator measures the overall readiness of incoming students for college-level work by tracking the percentage of first-time undergraduates from Kentucky high schools required to take remedial courses in English and math. In Kentucky, students with ACT scores of 18 or less in math and 17 or less in English can be required to take remedial courses. SAT scores and placement tests also are considered in the assessment of college preparedness.

Highlights

- Approximately 28 percent of all recent Kentucky high school graduates entering college in fall 2002 re-

quired remediation in English, and an even greater number, 41 percent, required remediation in math.
- For comparison, 33 percent of ACT takers nationally in 2002 would have required remediation in English by this standard; 43 percent would have required remediation in math.
- A significantly higher percentage of Kentucky's African American high school graduates required remediation in both math and English versus all other racial categories.
- Students entering KCTCS were more likely to need remediation than those entering four-year institutions. Approximately 42 percent of new KCTCS students required remediation in English, compared to 17 percent at the four-year schools.
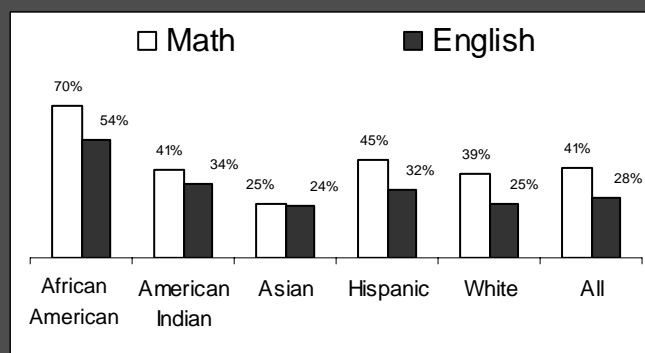
Figure 1.3 Percent of Incoming Kentucky High School Graduates Requiring Remediation, Fall 2002


Source: CPE Comprehensive Database

Kentuckians Earning GEDs

The annual number of GED recipients provides a measure of the number of Kentuckians without a high school diploma who are advancing in their education and who have entered the pool of potential college entrants.

Figure 1.4 Number of Kentuckians Earning a GED

12,533 13,939 14,651 9,452 9,740 9,757

2000 2001 2002 2003 2004 2005
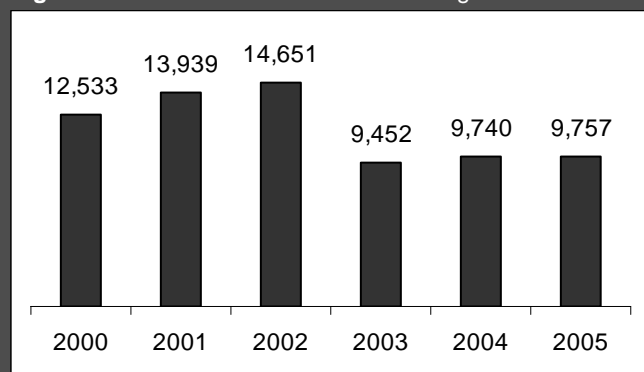
Source: Oklahoma Scoring Services

Highlights

- The decrease from 2002 to 2003 was due to changes in the national exam and was consistent with national trends.
- In fiscal year 2005, 9,757 Kentuckians earned a GED, which was basically equal to fiscal year 2004.
- Over 70,000 Kentuckians earned a GED from 2000 to 2005.
- In fiscal year 2005, approximately 83 percent of Kentucky's GED recipients were white, 13 percent were African American, 3 percent were Hispanic, and 60 percent were men.

- In 2004, approximately 82 percent of Kentuckians 25 and over had at least a high school diploma or equivalent, up 3 percent from 2000.

Question 1 - Institutional Key Indicator

While it is a challenge for postsecondary institutions to help their students become more prepared before they arrive on campus, there is one important way that colleges and universities affect the quality of their incoming classes. The majority of Kentucky's K-12 teachers are graduates of Kentucky's public and independent colleges and universities. The Education Professional Standards Board has a quality performance index that assesses the quality of teacher preparation programs.

K-12 Teacher Preparation

Teacher preparation is measured at the institutional level with the Quality Performance Index of teacher education programs developed by the Kentucky Education Professional Standards Board. This index incorporates into one overall grade several key dimensions of program quality, including Praxis exam pass rates, new teacher survey results, and evaluations of student teachers.

Highlights

- KSU, Murray, and UK all received excellent performance level ratings on the QPI for 2004-05. The other five public institutions received satisfactory marks.
- The state's QPI average increased by two-tenths from 3.3 in 2003-04 to 3.5 in 2004-05.
- Six of the eight public institutions improved their QPI from 2003-04 with the other two institutions reporting

Table 1.3 Kentucky's Teacher Preparation Program Quality Performance Index, 2004-05

Institution	Quality Performance Index (QPI)	Performance Level	Praxis Tests for New Teachers 2003-2004		Kentucky Teacher Internship Program (KTIP) 2002-2005		New Teacher Survey 2004-2005
			Summary Pass Rate	Performance Points	Pass Rate	Performance Points	Survey Mean
EKU	3.4	Satisfactory	94%	3.3	99%	3.9	3.2
KSU	3.8	Excellent	100%	4.0	98%	3.8	3.0
MoSU	3.4	Satisfactory	93%	3.2	99%	3.9	3.2
MuSU	3.8	Excellent	100%	4.0	100%	4.0	3.2
NKU	3.5	Satisfactory	95%	3.5	100%	4.0	3.1
WKU	3.4	Satisfactory	93%	3.2	100%	4.0	3.2
UK	3.7	Excellent	98%	3.8	100%	4.0	3.2
UofL	3.4	Satisfactory	94%	3.3	99%	3.9	3.1
State Average	3.5	Satisfactory	95%	3.5	99%	3.9	3.2

Source: Kentucky Education Professional Standards Board

scores only slightly below (i.e., -.01 and -.06) their previous years' indices.

- The Praxis exams score was 93 percent or higher at all four-year public institutions in 2003-04, with students from KSU and Murray passing at 100 percent and those at UK passing at 98 percent.

- Beginning September 2004, institutions must publish the QPI and the performance level descriptor in all relevant school publications (Section 207(f)(2) of Title II).

Question 1 - Council or State Initiatives to Be Implemented During 2005-06

The following Council or statewide initiatives are intended to move the Commonwealth forward during 2005-06.

To improve students' preparation for postsecondary education, the Council will:

- Build on the work of the 2+2 Teacher Preparation Partnership, in which all of Kentucky's public postsecondary institutions and several independent institutions agree to offer at least 60 hours of transferable credit from the KCTCS associate degree program toward the teacher preparation baccalaureate programs. To raise the quality and number of mathematics and science teachers in the Commonwealth, the Council will convene representatives from Kentucky's two and four-year institutions to begin work on a 2+2 Mathematics and Science Teacher Preparation program. This program will expand the findings and successes of the University of Kentucky's Appalachian Math and Science Partnership.
Progress measured by increased enrollments in and graduates from programs.

- Co-sponsor, with the chief academic officers of Kentucky's postsecondary institutions, the annual Teacher Quality Summit for deans and faculty from the colleges of arts and sciences and education. On October 24-25, 2005, the Council on Postsecondary Education, with the University of Louisville, held the sixth Teacher Quality Summit, which attracted over 225 Kentucky educators. The summit focused on the recruitment, preparation, and professional development of mathematics, science, and world language teachers, as well as the preparation and professional development of educational leaders that higher level student achievement will demand.
Progress will be measured by the number of conference participants, conference evaluations, and increased production of math, science, and world language teachers for K-12.

- Continue to support the Kentucky Early Mathematics Testing Program. The KEMTP, administered by Northern Kentucky University (with online capacity through the University of Kentucky) provides diagnostic assessments to students in grades 10 and 11 on their likely readiness for college-level mathematics. In 2004-05, 8,344 students from 66 high schools in 37 counties participated. Program directors are working with statewide programs such as GEAR UP Kentucky to expand its use in low-income schools. The program is nationally recognized, and other states are using its test structure, content, and online features as models.
Progress measured by increased use by students, schools, and counties.

- Work with the Kentucky Department of Education to fulfill Kentucky's obligation to implement Phase II of the American Diploma Project Network. Along with 20 states, Kentucky agreed to: (1) align high school standards and assessments with the knowledge and skills required for success in postsecondary education and work; (2) administer a college- and work-ready assessment aligned to state standards for high school students, so that students get clear and timely information and are able to address critical skill deficiencies while still in high school; (3) require all students to take a college- and work-ready curriculum to earn a high school diploma; (4) hold high schools accountable to graduate students who are college-ready; and (5) hold postsecondary institutions accountable for their success once enrolled.
Progress measured by release of the 2004 High School Feedback Report; implementation of a postsecondary remediation conference; the development of a high school curriculum aligned with the pre-college curriculum; and the development of college- and work-ready assessments aligned to postsecondary education and skilled workplace needs.

- Work with the Education Professional Standards Board, the Kentucky Department of Education, postsecondary institutions, legislators, and other groups to redesign educational leadership programs in the Commonwealth with a focus on student achievement.
Progress measured by the development of a joint proposal for the redesign of principal preparation programs that includes benchmarks for student achievement.

- Prepare a comprehensive dual enrollment study that tracks increases in dual enrollment from 2001 through 2005, as well as outcomes of college students who enrolled in postsecondary courses before graduating from high school. Findings will be used to develop informed P-16 policy initiatives to promote productive dual enrollment.

Progress measured by development of initiatives to maximize productive postsecondary enrollment of high school students.

To improve ACT scores, the Council will:

- Implement a new $42 million federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant from 2005 to 2011. This follows a $21 million GEAR UP grant that ran from 1999 to 2005. During this time period, over $32 million was awarded in Kentucky, benefiting 43,797 students at 117 schools. During 2005-06, the Council and GEAR UP Kentucky will continue to track its first cohort of students in order to gather information on effective intervention strategies that can be used in other locations within the Commonwealth.
  Progress measured by gains in GEAR UP school student performance compared to non-GEAR UP school students.

- Produce a feedback report for all Kentucky high schools that summarizes postsecondary education and ACT information, average ACT scores by high school, the number of students going to college, their first-year performance in terms of grades, and their persistence rate from the first to second year of college.
  Progress measured by presence of high school feedback report figures in public school presentations, increase in independent universities participating in the report, frequency of hits on the Max Web site, number of requests for the 2004 report, and number of high schools implementing programs in partnership with CPE and KDE to increase college-going rate and student preparedness.

- Continue to work with and encourage the state P-16 Council (the Commonwealth's pre-kindergarten through baccalaureate advisory group) and local P-16 councils to address issues of teacher quality and supply, alignment of high school and adult education with postsecondary and workforce expectations, and greater policy and programmatic integration among all education sectors. Kentucky now has 21 local or regional P-16 councils serving approximately two-thirds of the Commonwealth.
  Progress measured by increased number of councils and in the activity and progress of funded projects defined in annual reports, increased ACT scores in regions, reduced need for remediation in regions, increased AP course taking, increased college completion, increased use of WorkKeys assessments and

Kentucky Workplace Employability Certificates, and increased GED attainment.

To increase access to and improve performance on Advanced Placement exams, the Council will:

- Work with the Kentucky Virtual High School to support and expand online AP review courses and exam offerings. The Kentucky Department of Education, in partnership with the College Board, provides a fee waiver for students eligible for free or reduced lunch interested in taking AP exams.
  Progress measured by increased collaboration with KVHS; increased number of users of AP online systems; and increased AP scores.

- Continue involvement in Project Lead the Way, a national organization that forms partnerships with public schools, higher education institutions, and the independent sector to increase the quantity and quality of engineers and engineering technologists graduating from the educational system.
  Progress measured by increased number of high schools implementing the project, increases in the number of students from these high schools enrolling in engineering and STEM disciplines, and increases in ACT math scores.

To reduce the number of students needing remediation, the Council will:

- Coordinate a developmental education conference and statewide plan. The recently released report, *Underprepared Students in Kentucky: A First Look at the 2001 Mandatory Placement Policy,* will be the centerpiece of a statewide meeting with national experts in developmental education. Campus teams will attend best practice sessions to create an institutional agenda for developmental education student success.
  Progress measured by the number of conference attendees, conference evaluation forms, the completion of institutional plans, and improvement in the retention rates of unprepared students.

- Implement the Council's newly passed Statewide Mandatory Placement Policy, which provides guidance for students, teachers, parents, school counselors, school administrators, and adult learners and educators. The policy establishes various ACT levels needed to guarantee a student placement in credit-bearing English and math courses at any Kentucky public postsecondary institution.

Progress measured by tracking distribution to important stakeholders, decreasing remediation rates, and tracking hits on the CPE Web site.

To help more Kentuckians earn a GED, the Council will:

- Support, via Kentucky Adult Education (KYAE), student recruitment through ongoing outreach efforts, including TV and radio spots promoting GED attainment. KYAE recently initiated a "GED – Prove Yourself" print campaign that features successful Kentucky GED graduates in a series of motivational flyers, posters, and brochures. In addition, KYAE recently purchased a package of professionally produced signs for each county adult education center.
  Progress measured by adult education enrollment and GED attainment.

- Help improve teacher quality. KYAE provides professional development grounded in research and linked with postsecondary education. KYAE offers classroom-style instruction as well as blended courses that combine face-to-face training with online assignments, plus online courses via the Kentucky Virtual Adult Education Web site (www.kyvae.org). In addition, KYAE partners with the Collaborative Center for Literacy Development at the University of Kentucky, the Academy for Professional Development at Morehead State University, the Kentucky Institute for Family Literacy, and Penn State World Campus to deliver professional development.
  Progress measured by increased participation in professional development offerings.

- Refine the PDTrack accountability system for adult education professional development, which helps adult educators plan and register online for activities. The system tracks their participation over time and aggregates the data by county program.
  Progress measured by the number of registrations by county program, and the number of approved activity completions in relation to primary job assignments.

- Via KYAE, sponsor research on the statewide family literacy program in order to gauge its effectiveness and promote continuous improvement in instructional practices. The first family literacy evaluation led to a revision of the performance indicators and became a foundation for professional development and technical assistance.
  Progress measured by family literacy enrollment and GED attainment.

- Via KYAE, continue to form partnerships with the business community to promote the GED. A new public-private partnership with Amazon.com and the Kentucky Chamber of Commerce seeks to significantly increase the number of GED graduates in the 20-county labor pool area. Amazon.com, which requires at least a GED for employees, provides up to $40 for GED test fee reimbursement and an Amazon.com gift card to GED graduates who live in one of the 20 counties, regardless of their interest in Amazon.com employment. The initiative soon will be expanded to the Lexington area.
  Progress measured by adult education enrollment and GED attainment in counties involved in this initiative.

- KYAE established "Learning for Life Champions" to honor businesses for significant contributions in promoting educational achievement in the Commonwealth. Learning for Life Champions reflects the private-public partnerships critical to raising the standard of living and the quality of life for all of the Commonwealth's citizens. The charter members are Amazon.com, Kentucky Chamber of Commerce, Team Taylor County, Graviss McDonald's Restaurants, Owensboro Medical Health System, and Murray-Calloway County Hospital.
  Progress measured by increased number of partnerships.

- Via Kentucky Virtual University (KYVU), expand its KYVU4K12 initiative to provide more curriculum and more flexible options for independent study, remediation, credit recovery, and supplemental education services to more schools and families, including home school cooperatives and local housing authority learning labs.
  Progress measured by increased number of students, parents, and teachers served; increased number of students served who counted toward local school retention and graduation rates; increased number of students who use the Kentucky ePortfolio for documentation of learning progress and reflective thinking; increased number of parents, local teacher aides, and paraeducators registered for KYVU academic programs; and increased number of hits new KYVU4K12 Web site.

- Work with teachers to use the Kentucky Virtual Library (KYVL) research tutorials and access the over 76,000 publications available to all public K-12 schools. .
  Progress measured by an increased number of instructors using the KYVL research tutorials to enhance students' learning experience.

- Via KYVU, continue to serve adult education students using online learning to attain their educational goals. *Progress measured by increased number of eligible students served; increased number of students served in KYVAE while simultaneously enrolled in a postsecondary institution's developmental education program; increased number of students enrolled in KYVAE tutorials; and increased number of students enrolled in GED SimTest who successfully complete the GED.*

- Via KYVU, support dual credit opportunities with Jefferson Community and Technical College for high school students with open-entrance registration and open-completion in the CollegeNOW! Initiative. *Progress measured by increased number of CollegeNOW! completers; increased number of inquiries/ searches in UCAN RightNow database; and increased number of KY ePortfolio users from K12 communities who utilize their ePortfolios in postsecondary education.*

- Via KYVU, continue to lead and support the University Coordinated Advising Network (UCAN) initiative's pilot programs; Kenton County Adult Education program, Morehead State University TRIO program, and Jefferson Community and Technical College and Jefferson County Public Schools dual credit program (CollegeNOW). *Progress measured by increased number of people using the UCAN services and increased number of referrals received by the combined Call Centers.*

Question 1 - Institution Initiatives to Be Implemented During 2005-06

The following initiatives are planned in 2005-06 to move institutions forward and support Question 1 of the Public Agenda.

Eastern Kentucky University will:

- Support the preparation of high school graduates and working-age adults for postsecondary education and strengthen the preparation and development of P-12 teachers through several strategies, such as increasing College of Education and student teaching entrance requirements; working with the Education Professional Standards Board to align curriculum at all levels using Title II Funds; rewriting all foundation courses to better assist students in making career choices; and revising school field experiences to include earlier and more diverse opportunities.

Progress measured by increases in entrance requirements, improvements in curricular alignment, and revisions in foundation courses and field experiences.

- Enhance accessibility of student and teacher preparation by adding cohort-based graduate programs (M.A.T.) in the College of Education in the areas of elementary, middle, and secondary education (e.g., adding a cohort in curriculum and instruction at the Corbin and Danville extended campuses). *Progress measured by the number of cohorts added and the location of additional cohorts.*

- Expand participation in various pre-college programs, such as Upward Bound, Educational Talent Search, and the Kentucky Department of Education Student Technology Leadership Program (STLP). *Progress measured by the number of program participants.*

- Increase collaboration between Arts and Sciences and Education faculty in educator preparation and professional development through several strategies, such as enhancing the Professional Education Fellows program that places faculty in schools; conducting regular meetings between the college deans; and submitting grants to fund the placement of arts and sciences graduate assistants in middle schools. *Progress measured by the number of meetings held, the number and dollar amount of grant proposals submitted, and the number and amount of grants awarded.*

- Reach out to the K-12 and adult education communities to align curricula and streamline movement into postsecondary education by offering dual credit programs and implementing other strategies such as high school assessment development, the statewide American Diploma Project (ADP), and the CPE statewide placement policy. *Progress measured by the number of dual credit programs implemented and advances in high school assessment development.*

Kentucky State University will:

- Provide preparatory coursework in mathematics, English, reading, critical thinking, and study skills for incoming freshmen deemed to be at risk. *Progress measured by the initiation of a summer bridge program.*

- Work with KCTCS to develop and expand opportunities for adults interested in elementary education and interdisciplinary early childhood education certifications. Develop plans to implement some programs online.
  Progress measured by the number of 2+2 initiatives developed, expanded, and implemented online.

- Provide academic coursework, employment, and counseling for rising high school freshmen through their senior year.
  Progress measured by the number of participants in National Science Foundation summer programs for high school youth and the number of students in the Research and Extension Apprenticeship Programs supported by land grant funds.

Morehead State University will:

- Recruit, prepare, and support high-quality and diverse educators through traditional and alternative teacher education and certification programs, such as the master of arts in teaching, the undergraduate fellowship program in the College of Education, regional cohort programs, the Professors in the Schools program, and the Future Teacher Corp student mentor program.
  Progress measured by increases in the number of educators recruited, prepared, and served.

- Facilitate a seamless transition of students to postsecondary education.
  Progress measured by the number of partnerships with the K-12 school or system and reductions in the remediation rate for writing, math, and/or reading.

- Partner with adult education programs to promote the GED program, assess adult students' readiness for postsecondary education, recruit and retain qualified adult students in the postsecondary education system, and increase persistence and matriculation among adult students and GED completers enrolled at Morehead State University.
  Progress measured by tracking the number of GED and adult learners recruited, retained, and graduated from Morehead.

- Partner with state and federal programs such as TRIO and GEAR UP that serve low-income and first-generation college students and minorities.
  Progress measured by improvements in success and access among at-risk students.

Murray State University will:

- Increase collaboration with the K-12 system by developing and maintaining outreach programs to encourage "going higher," providing greater access to college-level courses for qualifying high school seniors, establishing teacher support programs, and working with schools to better align math and science curricula.
  Progress measured by increases in the college-going rate in the MuSU service area.

- Create greater opportunities for qualified and highly motivated high school students to take rigorous classes not offered by their high school.
  Progress measured by the identification of a community partner and the creation of a High School to College Bridge Program.

- Partner with regional K-12 schools through the Teacher Quality Institute (TQI) to encourage high-performing students to enter the teaching profession and provide teacher training.
  Progress measured by the number of Future Educators of America Chapters formed in middle schools and high schools in the region; the number of students enrolled in dual credit classes; the percent of students who attend college; teacher enrollments in the TQI Summer Institute; and survey results and feedback from the TQI Summer Institute participants.

- Assist statewide initiatives to align the first-year baccalaureate curriculum with the high school curricula. MuSU faculty will serve on the Committee for Mathematics Achievement created by HB 93 and assist with the design and implementation of a statewide plan to improve mathematics achievement at all levels of K-6 education.
  Progress measured by the identification and evaluation of mentoring models and early-intervention programs, statewide implementation, and recommendations to the KDE regarding the expenditure of Professional Growth Fund monies.

Northern Kentucky University will:

- Instill in the minds of elementary and middle school students a commitment to attend postsecondary education by taking special programs to schools, especially in inner city and rural areas of NKU's service area.
  Progress measured by delivering programs in science, mathematics, humanities, and the arts to at

least 10 percent more elementary and middle school students than in the baseline year, primarily in inner city and rural areas of NKU's service area.

- Bring elementary and middle school students to the NKU campus where planned programs will introduce them to campus facilities, campus functions, and campus life. The visits typically include an introduction to college and college life, a student-led campus tour, lunch or snack, and an academic program such as an interactive chemistry class, a backstage theatre tour, or a choral group rehearsal.
  Progress measured by increasing the number of students served in campus visits to 1,000, and increasing the number of faculty and disciplines in the academic components of the campus visit program.

- Improve student preparation by identifying student weaknesses in the junior year of high school and developing remediation plans for their senior year.
  Progress measured by working the Newport Independent Schools and the Covington Independent Schools to design the testing program; selecting tests to be used; and pilot testing the program by spring 2006.

- Offer the NKU Academy as a summer remediation program that allows underprepared high school graduates to make up their deficiencies and gain admission to NKU.
  Progress measured by enrolling at least 50 students who are underprepared for college and unlikely to be admitted and helping at least 40 students successfully complete the NKU Academy during the summer and gain admission to NKU.

- Encourage capable and appropriately prepared high school students to earn university credit while still in high school through special collaborative agreements between NKU and the local schools.
  Progress measured by establishing at least 12 classes of 300 high school students (unduplicated headcount of at least 150), that will earn college credit completing an NKU course either at the high school or in a location provided by the high school.

Western Kentucky University will:

- Provide graduate-level programming for P-12 teachers that is available in multiple formats and venues and relevant and responsive to the professional development needs of teachers and schools.

Progress measured by initiating a credentialing program focused on educational leadership at the public school and postsecondary level.

- Improve students' transition to the university through increased awareness of academic programs, admission requirements, and scholarship opportunities (e.g., marketing, counselor networking, and P-12 collaboration).
  Progress measured by the number of meaningful, ongoing cooperative ventures established between each academic department and P-12 schools or institutions (students, faculty, and/or curricula).

- Provide leadership to align math and literacy between high school and college and train teachers for implementation of programs to achieve this alignment.
  Progress measured by improvements made in curricular alignment.

University of Kentucky will:

- Ensure the effective convergence of continuously updated content knowledge and appropriate pedagogy throughout the entire teacher education curriculum. Current structures for communication and collaboration aimed toward improving teacher education include: (1) program faculties, (2) program faculty chairs group, and (3) joint faculty appointments. Plans are underway to enhance the use and functioning of these structures.
  Progress measured by the number of organizational and academic relationships created between the College of Education and the other academic and professional colleges, including arts and sciences.

- Continuously review pre-service and in-service education of P-12 teachers, instructional supervisors, school psychologists, principals, superintendents, and higher education faculty to achieve an updated, efficient, and integrated P-20 educational system and a diverse, high-quality teacher workforce. This is consistent with the mission and goals of the Appalachian Math and Science Partnership, funded by the National Science Foundation.
  Measures of progress, to be determined annually for AMSP, include increases in the number and quality of pre-service teachers completing a sci-

ence or mathematics education program, and the number of in-service teachers successfully understanding and implementing standards-based and inquiry-oriented science or mathematics programs.

- Partner with the Fayette County School System to develop strategies and models for improving P-5 education, such as the "Great Schools Initiative" that will be piloted in 2005-06 at the Booker T. Washington Academy. The Initiative (with the College of Education taking the lead) has received funding from the Knight Foundation to support an external evaluation, which will document specific initiatives that produce the greatest gain for students.
  Progress measured by documenting good practices and substantial improvements in student achievement and increased access to enrichment programs.

University of Louisville will:

- Emphasize teacher preparation, especially in high-need areas, by improving the alignment of skills and curriculum offerings with the districts and P-16 Council and restructuring undergraduate and alternative certification programs with special emphasis on preparing teachers in STEM areas, special education, middle-level, English as a Second Language, and teaching literacy/numeracy across the curriculum.
  Progress measured by resulting revisions in undergraduate and alternative certification programs, as well as increases in the number of teacher candidates enrolled in STEM areas.

- Restructure UofL's P-16 group to include the Ohio Valley Education Cooperative (along with Jefferson County Public Schools). Reinstate middle and secondary undergraduate programs in fall 2006. Develop teacher induction programs that focus on the highest need areas and support teachers in underperforming and high poverty schools to address equity and performance issues.
  Progress measured by preparing greater numbers of teachers in high-need areas and developing induction programs.

- Support the American Diploma Project to better articulate high school/college curriculum connections by working closely with P-16, OVEC superintendents, and JCPS to develop strategies to address the statewide agenda; develop systematic partnerships with JCPS and surrounding districts for administrator preparation, teacher development, and mentoring; and align teacher preparation curricular offerings and requirements in schools.

Progress measured by the number of P-16 partnerships formed and resulting curriculum revisions; the distribution of recently developed mathematics and writing articulations for high school students to enter universities prepared to do college-level work to Ohio Valley Education Cooperative superintendents, students, and parents; formation of a curricular coordination committee with representation from JCPS, JCTC, and UofL to monitor, report, and resolve areas where good articulation does not exist; the number of articulations distributed, the number of committee participants; and reductions in the mathematics remediation rate.

- Expand dual credit opportunities for students. Dual credit courses with UofL/JCPS now serve approximately 200 students per year. Work with the departments of mathematics and English at UofL and faculty from JCPS to develop the curricula.
  Progress measured by increases in the number of dual credit opportunities in English and pre-calculus and increases in student enrollment.

Kentucky Community and Technical College System will:

- Expand dual enrollment/dual credit, curricula alignment with secondary and postsecondary technical programs, early/middle colleges, and credit for prior learning to create a seamless pathway into KCTCS and on to four-year institutions.
  Progress measured by increasing dual enrollment and grant awards to several colleges to facilitate implementation of KCTCS prior learning assessment guidelines.

- Enhance college and community adult education programs that assist adult students to complete a GED or provide remediation to help them successfully transition into postsecondary education.
  Progress measured by increasing the number of students served and increasing numbers of successful student transitions.

- Enhance KCTCS participation in P-16 Council initiatives including Career Pathways, Bridge Partnerships, dual credit, and articulation. Career Pathways initiatives are funded at all 16 KCTCS colleges with a $3.5 million commitment.
  Progress measured by appointing an additional Career Pathways staff person at the System Office and analyzing outcomes for enrolled students.

- Provide outreach and recruitment services to economically disadvantaged students through collaboration with the Kentucky Cabinet for Health and Family Services.
  Progress measured by increasing participation in these programs and increased numbers of successful student transitions.

Kentucky's nonprofit, independent institutions will :

- Continue to produce certified teachers in Kentucky's public P-12 system corresponding with the current rates (approximately 34% of new teachers and 35% of all teaching credentials, according to EPSB).
  Progress measured by increased production of certified teachers.

- Collaborate with each other, public colleges and universities, EPSB and the P-12 system to develop more effective teacher preparation programs. These efforts include continued work on new assessment models for future teachers and programs that integrate arts and sciences faculty in the process of curriculum development.
  Progress measured by implementation of new assessment models.

Is Kentucky postsecondary education affordable for its citizens?
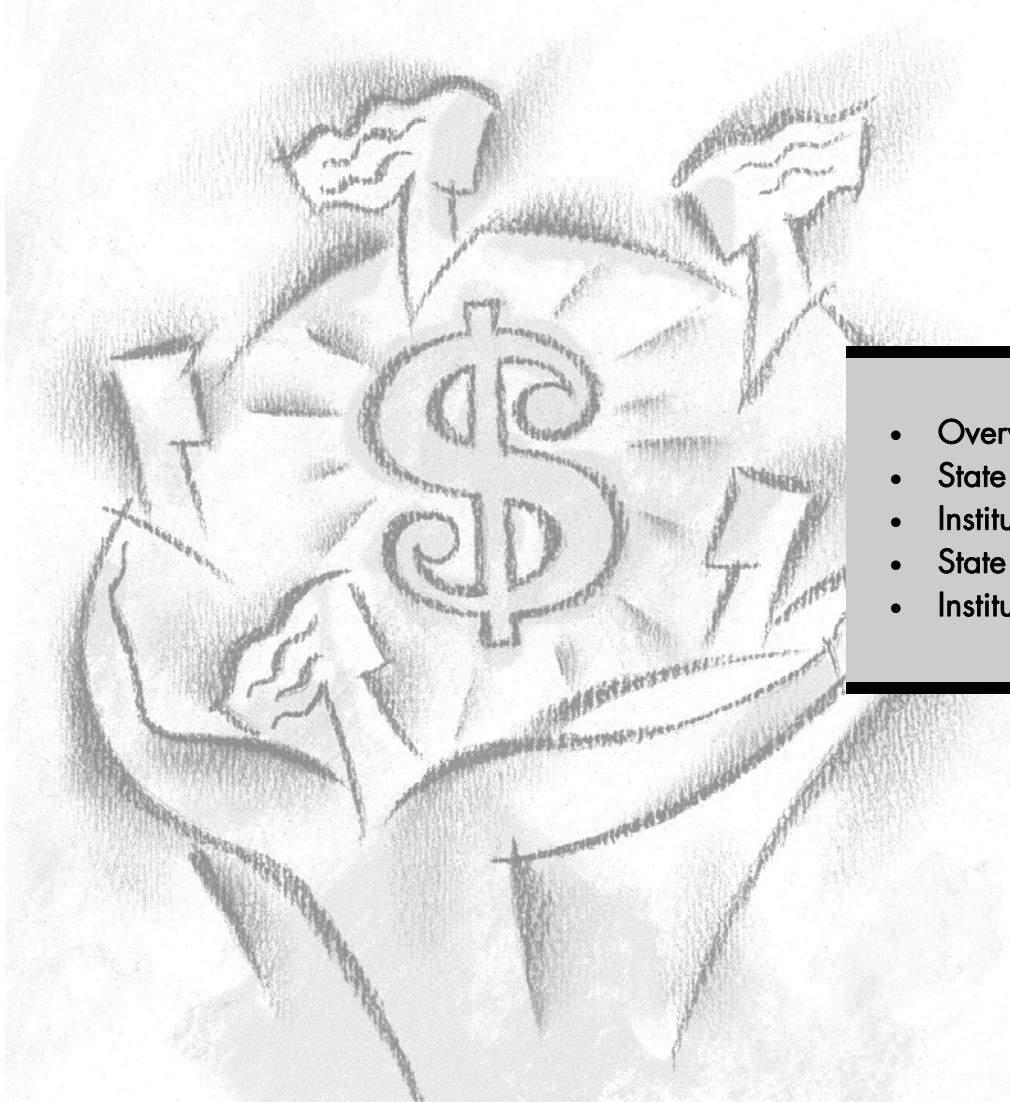
- Overview
- State Indicators
- Institutional Indicators
- State Initiatives
- Institutional Initiatives

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To increase Kentucky's intellectual capital, college must remain financially accessible, especially for those families who are least able to pay. Historically, the cost of going to college in Kentucky has compared favorably to other states. This is still true today. Tuition remains relatively low and the average financial aid award is high. However, rising tuition and fees are placing a financial strain on many families. If this trend continues, Kentucky may overload students with debt or price them out of college completely. Kentucky must strive to provide its citizens with high-quality, affordable postsecondary education.

All citizens of Kentucky deserve access to affordable postsecondary education, and the Council takes very seriously its charge to develop ways of measuring progress in pursuit of this goal. However, the affordability of college is a complex issue and one that is difficult to measure. National data sources and measures do not provide a comprehensive picture of cost and discounting. Consequently, the question of affordability will continue to be answered using *Measuring Up* statistics at the state level.

Question 2 - State Key Indicators

Kentuckians' Ability to Pay for College

This indicator represents the annual net cost of college as a percentage of the average (median) family income in the state and is taken from *Measuring Up: The State Report Card on Higher Education*, a biennial report widely referenced in these key indicators. *Measuring Up* is issued by the National Center for Public Policy and Higher Education and provides both a historical perspective and comparisons to other states. The indicator uses the annual net cost—which equals tuition, room, and board minus financial aid—as a percentage of median family in-

come, calculated as the average income of the middle 20 percent of the income distribution. Please refer to Figure 2.1.

Highlights

- Traditionally, the cost of going to college in Kentucky has been lower than both the SREB and US averages. This remained the case in 2004 for all sectors.
- Annual net cost as a percent of median family income has increased four percentage points for public two-year institutions since 2000, one percentage point for public four-year institutions, and eight percentage points for independent institutions.
- On average, the annual net cost of attending college in Kentucky in 2004 was $6,456 at public two-year institutions, $6,939 at public four-year institutions, and $14,543 at independent institutions.

Low-Income Kentuckians' Ability to Pay for College

To determine if college is affordable for Kentucky's neediest families, this indicator presents the "sticker price" of the lowest-priced public institution in the state as a percentage of the average (median) family income for those families in the lowest one-fifth of the income distribution (from *Measuring Up*).

Highlights

- The percent of income needed for low-income families to pay for college increased significantly from 2002 to 2004, from 13 percent to 20 percent, respectively.
- With this increase, Kentucky's percent of income needed for low-income families to pay for college is now above both SREB and the US averages.

Figure 2.1 Annual Net Cost as a Percent of Median
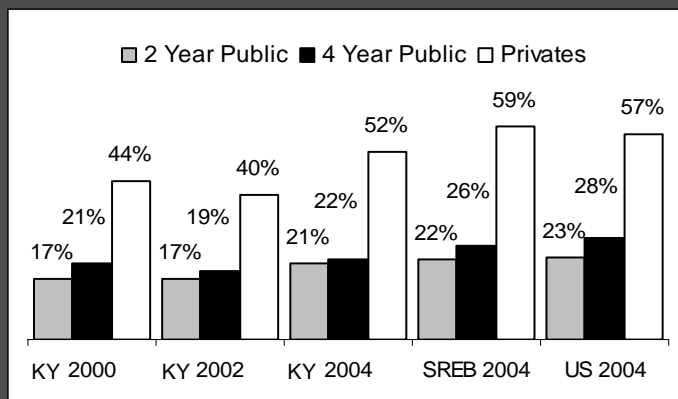
Source: Measuring Up State Report Cards

Figure 2.2 Percent of Income Needed for Low-Income Families to Pay for College at Lowest-Price Public Institution
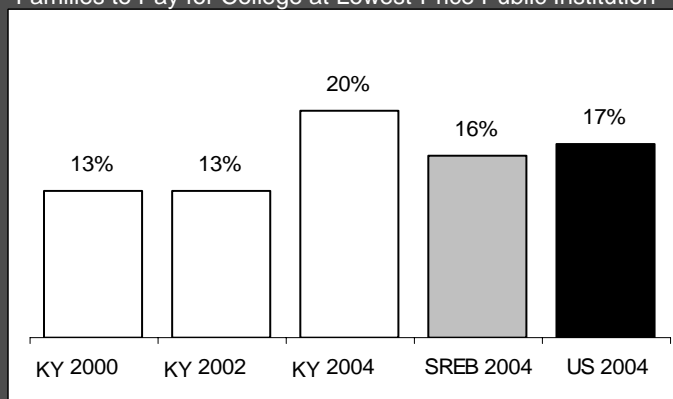
Source: Measuring Up State Report Cards

Figure 2.3 State Need-based Aid as a Proportion of Federal Pell Grant Spending
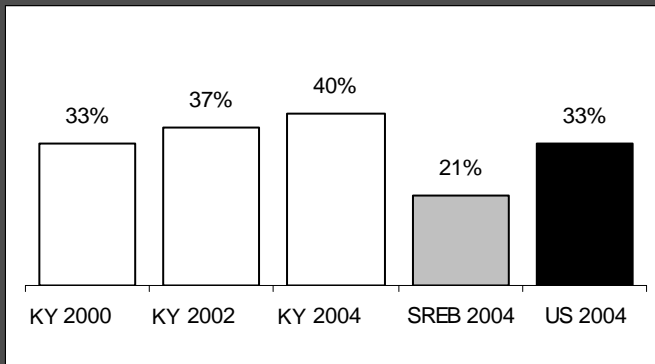
Source: *Measuring Up State Report Cards*

Figure 2.4 Average Loan Amount That Undergraduate Students Borrow Each Year
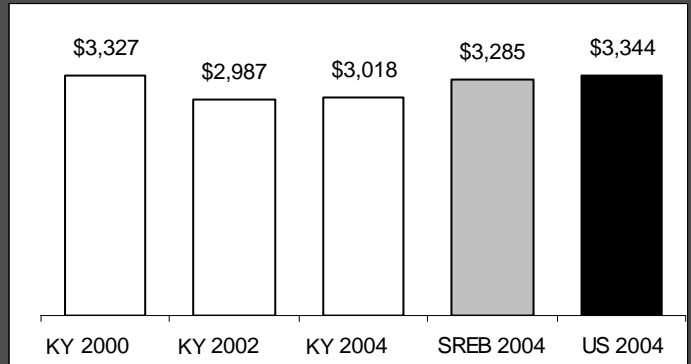
Source: *Measuring Up State Report Cards*

State Investment in Need-Based Financial Aid as Compared to the Federal Investment

This indicator provides a comparison of Kentucky's investment in need-based financial aid to that of other states by presenting need-based aid as a proportion of federal Pell grant spending as reported in *Measuring Up.*

Highlights

- Since 2000, Kentucky has consistently increased its need-based aid as a percentage of federal Pell grant spending, increasing from 33 to 40 percent in 2004.
- In 2004, the percentage was almost double that of other SREB states and almost 7 percentage points greater than the US average.

Student Loan Debt

The average amount of student loans is an indicator of students' reliance on borrowing as an affordability strategy and a dollar amount that should be kept as low as

possible. Federal loans comprise more than 90 percent of the funds students borrow to attend college. Thus, this indicator serves as a proxy for the annual student loan burden. As with all indicators taken from *Measuring Up*, this indicator enables comparison to other states. Please refer to Figure 2.4.

Highlights

- Reflecting the traditional affordability of the state and the growing two-year sector enrollment, the average loan amount that undergraduate students borrow each year has actually decreased from $3,327 in 2000 to $3,018 in 2004.
- In 2004, Kentucky's average loan amounts were 9 percent and 11 percent lower than SREB states and the US, respectively.
- Parent-Plus loans are one group of lending where Kentucky appears to significantly lag the SREB states and the US (Figure 2.5).

Figure 2.5 Average amount of student loans, 2003-04
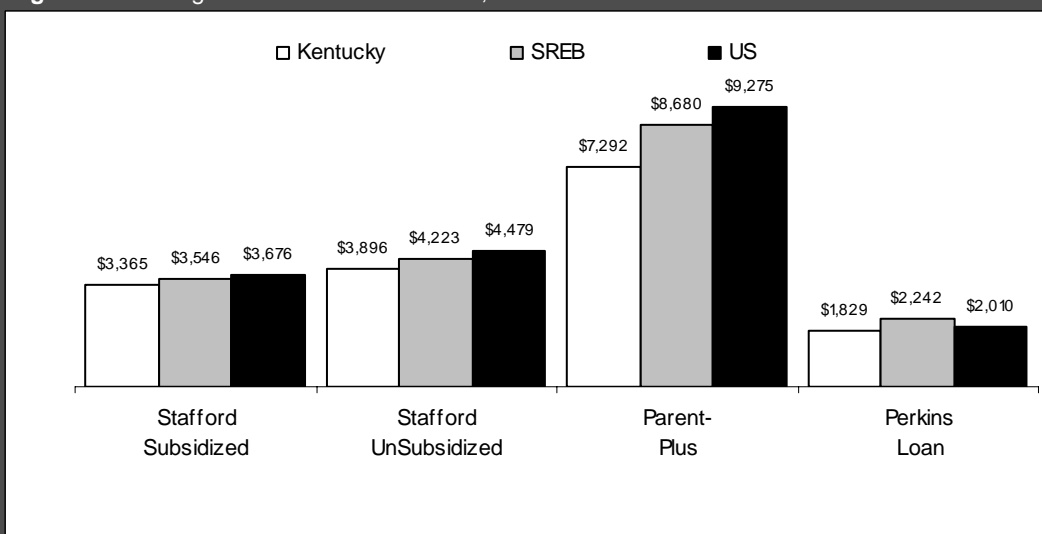
Source: *Measuring Up State Report Cards*

Table 2.1 Net cost of Attendance as a Percent of Median Family Income

	Average Net Cost	Median Family Income of Enrolled Students*	Average Net Cost as a Percent of Median Family Income of Enrolled Students*	Median Family Income of Service Area	Average Net Cost as a Percent of Median Family Income of Service Area
EKU	$6,450	$30,374	21%	$28,015	23%
KSU	$8,529	$25,036	34%	$48,771	17%
MoSU	$5,484	$26,440	21%	$29,243	19%
MuSU	$6,494	$37,694	17%	$38,716	17%
NKU	$9,334	$41,533	22%	$47,048	20%
WKU	$7,074	$35,882	20%	$35,334	20%
UK	$9,108	$53,315	17%	$44,100	21%
UofL	$9,655	$41,158	23%	$52,766	18%
4 Year Public Average	$7,228	$32,827	23%	$37,855	19%

* Includes only income from enrolled students who completed the Free Application for Federal Student Aid (FASFA)
Source: College Affordability in Kentucky, JBL Associates, 2005, US Census Bureau

Question 2 - Institutional Key Indicator

Net Cost of Attendance as a Percent of Median Family Income

This indicator measures the net cost of attending college (including grants, loans, and discounts) against the median family income of enrolled students who completed the Free Application for Federal Student Aid (FASFA) and the median family income of each institution's service region.

Highlights
- The state average net cost as a percent of median family income for full-time students was 23 percent, ranging from 17 percent at Murray and UK to 34 percent at KSU.
- Net costs appear more affordable when compared to incomes in different service regions. The net cost as a percent of median family income by service region was 19 percent, ranging from 17 percent at Murray and KSU to 23 percent at EKU. This is because the median family income in the service areas is higher than that of the median family income of full-time students at most of the state's public universities.
- However, this is not universally the case. For example, at both EKU and at UK, the median family income for full-time students is actually slightly higher than that of the service area.

Question 2 - Council or State Initiatives to Be Implemented During 2005-06

The following Council or statewide initiatives are intended to move the Commonwealth forward on Question 2 during 2005-06.

To keep college affordable for the neediest students, the Council will:

- Approve a new tuition policy in January 2006. The tuition policy seeks to balance the need for tuition revenue necessary to provide a quality education with the ability of students to pay. The policy also provides a mechanism to monitor affordability over time and links tuition rates with the availability of state appropriations and financial aid.
  Progress measured by decreasing or maintaining percent of income needed to pay for college.

- Continue to collect and monitor detailed student affordability data based on recommendations from the affordability study. These data will be used in the tuition policy as a measure of affordability and will directly affect tuition rates.
  Progress measured by the ability to efficiently capture affordability data and analyze it as it relates to the Council's tuition policy.

- If funded by the legislature, continue a college access campaign (Go Higher) aimed at educating potential students about college and the availability of financial aid.

Progress measured by the number of students and parents reached by campaign.

- Incorporate the use of median family income in the tuition policy as an anchor for determining maximum tuition parameters in order to ensure that the ability of Kentucky's families to pay directly affects the price of attending college.
  Progress measured by continuing to collect and monitor affordability data.

- Continue to lead the KEES Policy Issues Work Group with staff from the Kentucky Department of Education and the Kentucky Higher Education Assistance Authority. The work group will address the criteria for KEES scholarship awards and related issues. Continued attention will be paid to the need to link KEES scholarships to a college preparatory curriculum, which has strengthened support for the KDE proposal to raise high school graduation requirements.
  Progress measured by passage of regulatory and statutory initiatives for KEES and other financial aid programs.

To increase need-based financial aid, the Council will:

- Support KHEAA's recommendations to increase need-based student financial aid programs for financially independent students, many of whom are non-traditional or adult students. The Council supports KHEAA's recommendation to pilot a scholarship program aimed at adult students. The availability of state and institutional financial aid is a crucial element for maintaining a low net cost.
  Progress measured by the number of adults that take advantage of the pilot scholarship program.

- Continue to factor into the tuition rates the amount of financial aid available for students by using detailed student data referenced in the Affordability Study.
  Progress measured by conducting regular analyses to properly assess need-based financial aid.

To maintain a manageable level of student debt, the Council will:

- Develop a new Council tuition policy using an affordability measure for determining tuition rates that factors in the annual debt load of the best performing states in the *Measuring Up* national survey. The affordability study concluded that Kentucky students do not appear to have an unreasonable debt load.
  Progress measured by adopting a new policy and

monitoring impact on statewide tuition and fee revenue and average student debt load.

- Via KYVU, continue to provide online learning opportunities to over 42,200 students enrolled in academic degree-seeking courses. The availability of online learning can assist students by reducing their travel costs or lost wages due to scheduling conflicts with work .
  Progress measured by the number of students served who have school-age children or dependent parents and who are paying for care during absences now, the number of students taking courses offered via the KYVU catalog not offered by their local institution, and the number of "returning" KYVU students.

- Via KYVU, continue to provide reliable information about full transferability of specific online associate degree programs to certain baccalaureate and graduate programs offered online. Help students find the best fit for the particular online degree they want to pursue without wasting tuition dollars.
  Progress measured by the number of transfer referrals to KYVU academic providers that result in reasonable transferability for the KYVU student (KYVU transfer referral database; the number of UCAN tickets, and the number of student and admissions officer surveys).

- Via KYVU, offer free access to 24/7 technical support for all KYVU users and free access to online study areas across all academic providers. KYVL provides free access to over 76,000 publications to postsecondary students and faculty.
  Progress measured by increased number of basic support calls to the 24/7 help desk from students of KYVU academic providers that lead to retention and successful completion in their courses.

Question 2 - Institution Initiatives to Be Implemented During 2005-06

The following initiatives are planned in 2005-06 to move the institutions forward and support Question 2 of the Public Agenda.

Eastern Kentucky University will:

- Increase general funding (base budget) for need-based financial aid. EKU earmarked $500,000 for additional need-based financial aid funding for fiscal year 2004-05 and an additional $2.5 million for fiscal year 2005-06. This is indicative of a significant com-

mitment to affordability. The additional $2.5 million in need-based aid for FY 06 equals the amount committed by all other Kentucky public universities combined.
Progress measured by increasing funding for need-based financial aid.

- Build endowment funding and annual scholarship funds through private giving to increase support for student scholarships.
Progress measured by the number of new and increased scholarships from endowment and private giving.

- Increase efforts to strengthen communication with current and prospective students about financial aid opportunities, such as enhanced direct mail follow-up and financial aid workshops with prospective students in the service area.
Progress measured by the number of direct mail follow-ups and financial aid workshops.

- Implement campus-level assessments of student access and affordability through matriculation and persistence surveys.
Progress measured by the number of surveys conducted and survey results.

- Advance EKU's comprehensive capital campaign. This campaign, the first comprehensive campaign ever in Eastern's history, seeks to raise $25 million within five main categories. A full 40 percent of funds raised are targeted directly toward student scholarships and enhancement opportunities. The remaining 60 percent will be divided equally among programs, faculty, campus improvements, and new initiatives.
Progress measured by campaign contribution levels and funds directed from the campaign to students and programs.

Kentucky State University will:

- Reallocate existing resources, engage in private fundraising efforts, and seek additional state appropriations.
Progress measured by increased number of institutional scholarships, especially need-based scholarships for economically disadvantaged students.

- Ensure all students seeking financial aid complete the FAFSA form by ceasing the processing of financial aid applications until this form is complete.
Progress measured by increased number of students completing FAFSA forms.

- Provide more information on available financial aid and scholarships to high school students and make existing students more aware of available monies through a more intensive enrollment and retention management program.
Progress measured by the number of print materials distributed to students on financial aid and scholarships.

Morehead State University will:

- Assist students in receiving the maximum possible financial aid package from federal, state, and private programs.
Progress measured by the dollar amount of aid from federal, state, and private sources.

- Maintain student affordability by identifying nontuition sources of support including private gifts, grants, and state and federal appropriations; implementing initiatives identified through continuous improvement assessments that will minimize operating expenses and optimize use of available personnel, capital, and operating resources; and implementing partnerships with student and other constituency groups to conduct assessments and hold public forums to raise awareness on student affordability and access.
Progress measured by increases from giving and other revenue sources, cost savings from efficiency measures, and the number of public forums.

- Maintain student affordability and access to postsecondary education for place-bound students by increasing academic instruction at regional campuses and using distance education technologies to minimize or eliminate commuter and on-campus housing expenses.
Progress measured by increased extended campus and distance education offerings and higher enrollment in these courses.

Murray State University will:

- Enhance the Roads Scholars Program by building relationships with regional high schools, aligning student outcomes, providing information about college, and offering scholarships to students in the MuSU service area.
Progress measured by increased number of partnerships formed, improvements in curriculum alignment, the print materials distributed, and increased number of scholarships awarded.

- Provide more face-to-face information and assistance with college applications, creating a more user-friendly Web site, explaining financial aid to students and their parents in the service area, and conducting high school visits to provide workshops on how to apply to and finance a college education.
  Progress measured by increased number of interventions with prospective students and the number of hits on the Web site.

- Ensure greater affordability and access by maintaining regional campuses.
  Progress measured by enrollment at the regional campuses.

- Provide classes and programs to place-bound students through alternative communication systems (i.e., Web courses and ITV).
  Progress measured by increased opportunities for students who cannot afford to travel and live on campus to enroll in college credit courses through alternative delivery systems.

Northern Kentucky University will:

- Provide merit-based financial aid to attract academically talented students (KY residents only).
  Progress measured by 175 students receiving $500,000 in scholarships.

- Provide merit-based financial aid to attract students from throughout the Commonwealth.
  Progress measured by 20 students receiving $40,000 in scholarships.

- Provide merit-based financial aid to attract a more diverse student body (KY residents only).
  Progress measured by 15 students receiving $80,000 in scholarships.

- Provide a significant pool of need-based financial aid that provides institutional work-study opportunities (KY residents only).
  Progress measured by offering institutional work-study to 344 students.

Western Kentucky University will:

- Implement a Financial Aid Communication Plan to inform parents and students of postsecondary education costs and financial aid opportunities.
  Progress measured by implementing the comprehensive Department of Student Financial Assistance Communication Plan 2006-2007.

- Ensure efficient utilization of institutional resources.
  Progress measured by enhanced strategic planning and assessment processes.

- Seek private contributions in support of subsidizing enhanced educational programming and scholarships for students.
  Progress measured by increasing the number of endowed scholarships by 20 percent annually and providing a total of 20 new endowed faculty positions over the next three years.

University of Kentucky will:

- Develop a multi-year tuition and fees strategy as part of the Top 20 Business Plan that will allow families to plan for the total cost of education, while allowing the university to set rates that compare favorably with tuition levels at UK benchmark institutions and in surrounding states.
  Progress measured by monitoring anticipated undergraduate enrollment as tuition increases and by annual comparisons of tuition and family income levels at UK benchmark institutions and in surrounding states.

- Provide academic scholarships such as the Governor's Scholars and Governor's School for the Arts Program, the Legacy Tuition Program, and academic-based scholarships for first-year, transfer, and currently enrolled students. In fall 2005 UK awarded approximately $13.8 million in various types of institutional scholarships to 1,061 first-year students, 170 transfers, and 4,257 continuing undergraduates. A comprehensive review of financial aid programs and practices, including academic scholarships, is planned for 2005-06 in response to recommendations presented in the Top 20 Business Plan. The goal is to ensure fair, effective scholarship strategies that will promote enrollment of a diverse, high-quality student body.
  Progress measured by the number and amount of academic scholarships awarded in relation to increasing enrollment and tuition.

- Develop and support strategies to ensure that institutional need-based assistance increases as tuition and fees increase, including potential strategies such as increasing the amount of institutional need-based assistance by the annual percentage increase in tuition and mandatory fees or allocating a specific percentage of anticipated tuition and fee revenue for institutional need-based assistance.
  Progress measured by monitoring the actual tuition discount rate and the diversity of first-year students

entering UK each fall semester over the next six years to 2012.

University of Louisville will:

- Evaluate affordability indices by analyzing factors such as tuition as a percentage of state per capita personal income (PCPI); a "weighted" PCPI for students by Kentucky counties of residence; the "net change of student support per FTE from state appropriations" and "state appropriation per student adjusted for PCPI"; the cumulative effect of tuition rate increases over the past five years; and an analysis of tuition as a percent of total public funds.
Progress measured by completion of these analyses.

- Ensure UofL tuition is consistent with a series of indices based upon routine statistical analysis from the Office of the Vice President for Finance. Prior to tuition setting, UofL will conduct: tuition comparison analysis with chief competitor; tuition and fee comparison with new aspirational benchmarks; affordability analysis using state per capita personal income; affordability analysis using service area per capita personal income; affordability analysis using state median family income (MFI); affordability analysis using service area MFI; affordability analysis using net price calculation for bottom two quartiles less than $4000 (JBL data); affordability analysis using net family price calculation for bottom two quartiles less than $4000 (JBL data); affordability analysis using out-of-pocket price calculation for bottom two quartiles less than $4,000 (JBL data).
Progress measured by completion of these analyses.

- Ensure that any proposed tuition rates do not create undue hardship for students by annually earmarking funds for the student financial aid budget to offset the projected tuition rate increases; maintaining the financial aid commitments at roughly the same program levels as in previous years; and adjusting the student financial aid budget to offset tuition rate increases.
Progress measured by steady progress on student ability to pay indicators.

- Implement SUCCEED, a partnership between UofL, the local school district, and the Urban League, which provides admissions and financial aid counseling to high school juniors and seniors. SUCCEED identifies and works primarily with African American students (end-of-junior year/

beginning-of-senior year) who are not quite ready for college but who can be ready to move to college with better counseling, preparation, and financial aid information.
Progress measured by enrolling 50 students in the program and better linking it with other services at UofL and in the community.

Kentucky Community and Technical College System will:

- Promote to students and parents the availability of KCTCS, state, and federal financial aid and scholarships through the KCTCS Web site, college counselors, and related sources.
Progress measured by the number of informational materials developed regarding financial aid.

- Use the results of the KCTCS affordability performance measure and the Council's affordability study to establish annual tuition rates.
Progress measured by the number of tuition hearings conducted at KCTCS colleges to provide opportunities for student input.

- Increase institutional financial aid based on annual tuition rates. The KCTCS budget for institutional financial aid will reflect tuition rate growth.
Progress measured by the level of institutional financial aid provided to students.

- Implement KCTCS Strategic Plan 2006-10 that includes the goal, "increase student access and success," with "affordability" as a core indicator.
Progress measured by using the Measuring Up "family ability to pay" calculation and reporting results to the Board of Regents and President's Leadership Team.

Kentucky's nonprofit, independent colleges and universities will:

- Continue to serve as the largest single source of financial aid to their students, currently exceeding $124.6 M. Progress *measured by increased total dollar amounts of funded and unfunded institutional aid.*

- Continue to enroll low-income students and educate them about available financial aid
Progress measured by increased number of students receiving Pell grants, Kentucky Tuition Grants, and College Access Grants.

- Maintain affordability by keeping tuition increases in line with their low historic averages of 6-7% annually.
Progress measured by percent of change in tuition rates.
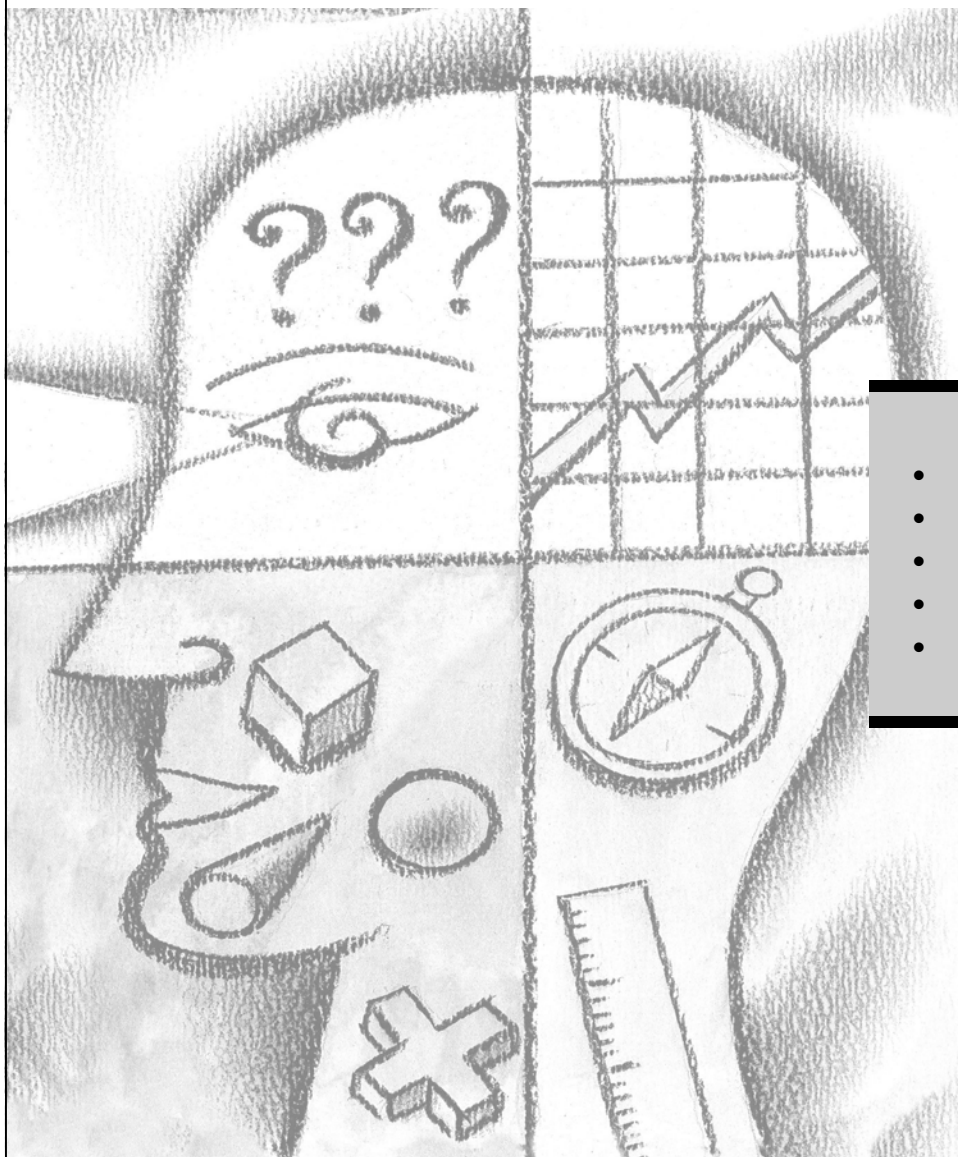
Do more Kentuckians have certificates and degrees?

- Overview
- State Indicators
- Institutional Indicators
- State Initiatives
- Institutional Initiatives

Question 3: Do more Kentuckians have certificates and degrees?

Kentucky must double the number of college-educated adults in Kentucky by 2020 to reach the national average of working adults with a bachelor's degree or higher. To do this, the postsecondary system must recruit and enroll more students, ensure that more students persist to certificate and degree completion, and keep graduates living and working in the state. Reaching these goals will require an infusion of high school graduates and working-age adults into the postsecondary pipeline, including two- to four-year transfer students. The state's future in large part depends upon Kentuckians' ability to advance seamlessly through the educational system and obtain credentials that will enrich their lives and the Commonwealth.

Question 3 - State Key Indicators

Too few Kentuckians have advanced education beyond high school, and too many students leave college without earning a credential or acquiring marketable skills. Three basic types of indicators help answer question 3: (1) entry statistics, such as the rates at which high school graduates and GED completers go on to postsecondary education; (2) persistence, which tells the extent to which students stay in college and transfer into advanced programs; and (3) graduation, which tells if students are completing their certificate, diploma, or degree programs and the timeliness with which they do so.

Ninth-Graders' Chance for College

This "pipeline" statistic measures the seamlessness of the P-16 educational system by combining the high school graduation rate and the college-going rate into one number. This indicator tracks the transition rate per 100 ninth-graders who enroll in any postsecondary education institution within a year after high school graduation. Please refer to Figure 3.1.

Highlights
- Kentucky's transition rate of ninth-graders to college

enrollment within one year of high school graduation was 38 percent in 2004. This rate is just shy of the US average of 39 percent and betters the SREB average by two percentage points per 100 ninth-graders.
- A look at the extended pipeline to graduation reflects some challenges: the number of ninth-graders that actually graduate from college within six years is 15 out of 100, which is equal to the SREB average but 3 percentage points below the US average (Figure 3.2).

College-Going Rate of GED Graduates

Measured as the percentage of GED graduates who enroll in postsecondary education within two years, this indicator highlights an important channel of access to postsecondary education. Please refer to Figure 3.3.

Highlights
- Nineteen percent of the fiscal year 2002 GED graduates enrolled in postsecondary education by fall 2004.
- Of those that enrolled, 81 percent enrolled in a public two-year institution, 14 percent enrolled in a public four-year institution, and 5 percent enrolled in an independent institution.

Figure 3.2 Educational Pipeline per 100 Ninth-Graders, 2002

Source: NCHEMS, higheredinfo.org

Figure 3.1 Ninth Graders Chance for College by Age 19
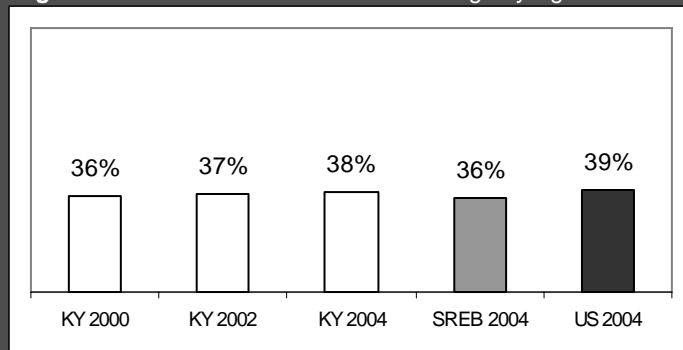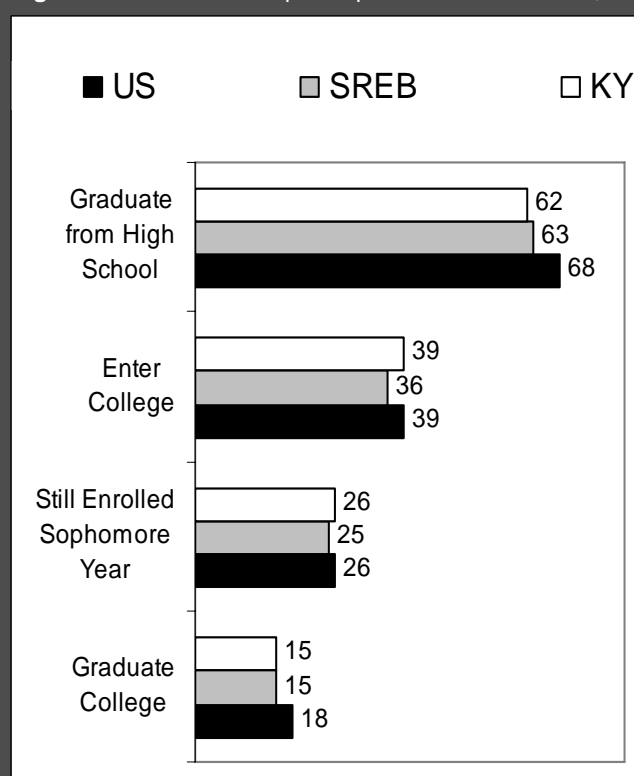
Source: Postsecondary Education Opportunity

Figure 3.3 Percent of GED Graduates Enrolling in Postsecondary Education within Two Years
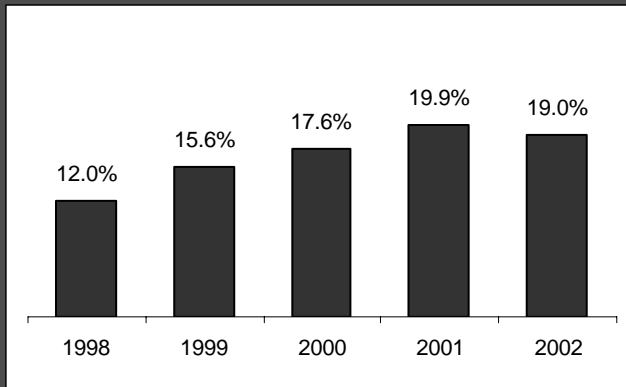
Source: KYAE, CPE Comprehensive Database

Undergraduate Enrollment

The total headcount of undergraduate students in the fall semester provides an overview of the total participation in postsecondary education across the state and has been a leading key indicator since the inception of the Council's Public Agenda (includes all students, public and indepentdent, full-time and part-time, degree and nondegree).

Highlights
- Kentucky continued its systemwide annual increase in undergraduate enrollments in 2004. Systemwide undergraduate enrollment increased 1 percent in fall 2004 to 202,605, from 200,604 in fall 2003.
- Degree seeking students increased 1.3 percent while nondegree enrollment declined 2.2 percent.
- Kentucky's Hispanic enrollment increased the most, with an 11 percent increase from the previous year, while African American and Asian enrollment increased 2 percent and 1.9 percent, respectively. American Indian enrollment declined by 2.2 percent from 2003.

Figure 3.4 Kentucky Undergraduate Enrollment
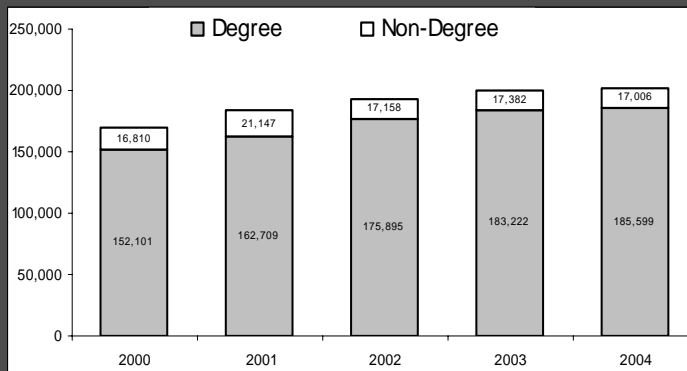
Source: CPE Comprehensive Database

- Enrollment of female students increased 1.5 percent from fall 2003 while male students only increased by 0.2 percent.
- Undergraduate enrollment has increased 20 percent since fall 2000.
- Between 2000 and 2004, KCTCS led undergraduate enrollment growth with an increase of 62 percent. Undergraduate enrollment increased 10 percent at public four-year institutions and 8 percent at independent institutions during this period.

Graduate Enrollment

The number of graduate and first-professional students provides another snapshot of Kentuckians' participation in postsecondary education and reflects the state's investment in Kentucky's professional and managerial workforce.

Highlights
- Kentucky's graduate and first-professional enrollment increased 1.8 percent from 27,037 in 2003 to 27,517

Figure 3.5 Kentucky Graduate and First-Professional Enrollment
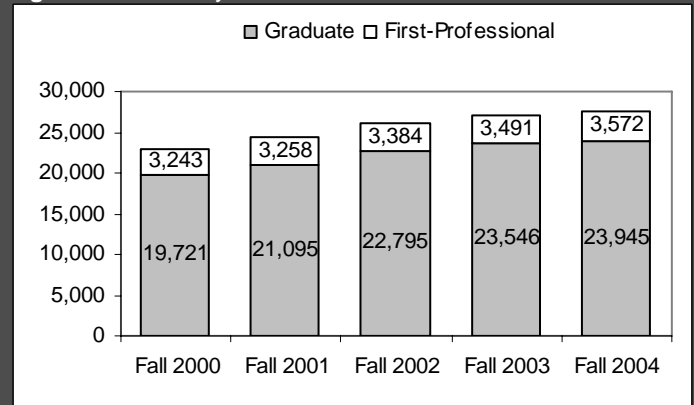
Source: CPE Comprehensive Database

Figure 3.6 Number of Degrees and Other Credentials Awarded
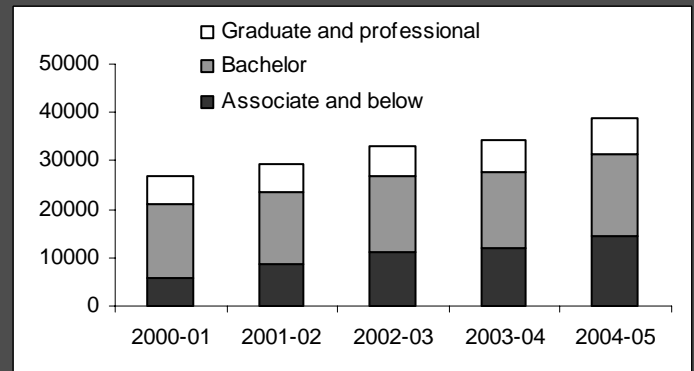
Source: CPE Comprehensive Database

Table 3.1 Number of Degrees and Other Credentials Awarded Statewide at Public and Independent Institutions

	2000-01	2001-02	2002-03	2003-04	2004-05	1 Year % Change	4 Year % Change
Certificate	1,977	3,843	4,055	5,915	7,912	34%	300%
Diploma	1,609	1,608	1,705	2,226	2,310	4%	44%
Associate	5,078	5,567	6,205	6,841	7,139	4%	41%
Bachelor's	14,882	15,839	15,771	16,902	17,456	3%	17%
Postbacc Certificate	12	45	39	40	27	-33%	125%
Master's & Specialist	4,888	5,035	5,473	6,202	6,570	6%	34%
Postmasters Certificate	0	0	0	10	18	80%	—
Doctoral	284	336	347	387	423	9%	49%
First-Professional	824	820	840	863	917	6%	11%
Total	29,554	33,093	34,435	39,386	42,772	9%	45%

Source: CPE Comprehensive Database

in 2004 (includes public and independent institutions).

- Kentucky's American Indian enrollment increased the most with an 18.5 percent increase, followed by 5 percent for Hispanics, 1 percent for whites, and 0.4 percent for African Americans. Graduate enrollment of Asian students declined by 8.1 percent from 2003.
- Kentucky's graduate enrollment of women and men rose 1.9 percent and 1.3 percent, respectively.
- Kentucky's graduate enrollment has increased 21 percent since 2000.

Degrees and Other Credentials Awarded

The total annual number of certificates, diplomas, and degrees awarded at every level is perhaps the most important output measure of postsecondary education. The number of graduates has a direct effect on the educational attainment level of Kentucky's citizens and reflects the number of student success stories every year. Figure 3.6 highlights general degree trends, and Table 3.1 details the numbers of degrees and credentials produced by type and year.

Highlights
- Systemwide degrees and other credentials awarded increased 9 percent, from 39,386 in 2003-04 to 42,772 in 2004-05.
- This growth was driven by a 34 percent increase in certificates, a 9 percent increase in doctoral degrees, a 6 percent increase in master's degrees and first-professional degrees, a 4 percent increase in associate degrees and diplomas, and a 3 percent increase in bachelor's degrees.
- Over the past four years, certificates increased by over 300 percent, doctoral degrees by 49 percent, associate degrees by 41 percent, master's degrees by 34 percent, and bachelor's degrees by 17 percent.

Degrees and Other Credentials Awarded to Racial-Ethnic Minorities

Closing the achievement gaps between racial-ethnic groups is a crucial issue for Kentucky postsecondary education. The number of degrees conferred was selected as the indicator that best captures the full impact of achievement gaps at all levels along the educational pipeline. Please refer to Table 3.2 for breakouts by year and type of degrees and credentials.

Highlights
- In 2004-05, 3,640 minority degrees and credentials were granted systemwide, a 7 percent increase from the previous year (includes public and independent institutions
- Approximately 41 percent were bachelor's degrees,

Figure 3.7 Number of Degrees and Other Credentials Awarded to Minority Students at Public and Independent Institutions
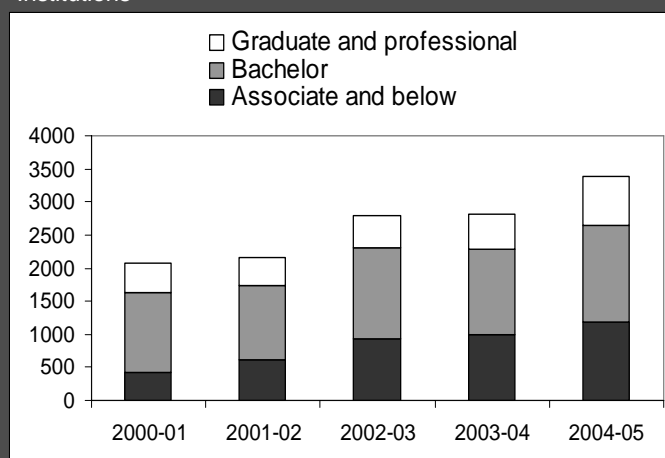
Source: CPE Comprehensive Database

Table 3.2 Number of Degrees and Other Credentials Awarded to Racial-Ethnic Minority Students

	2000-01	2001-02	2002-03	2003-04	2004-05	1 Year % Change	4 Year % Change
Certificate	191	420	367	499	621	24%	225%
Diploma	84	96	124	149	197	32%	135%
Associate	341	418	501	536	515	-4%	51%
Bachelor's	1,125	1,369	1,291	1,451	1,507	4%	34%
Postbacc Certificate	1	4	9	8	1	-88%	0%
Master's & Specialist	326	388	436	606	663	9%	103%
Postmasters Certificate	0	0	0	0	1	—	—
Doctoral	17	26	23	62	49	-21%	188%
First-Professional	79	73	75	78	86	10%	9%
Total	2,164	2,794	2,826	3,389	3,640	7%	68%

Source: CPE Comprehensive Database

22 percent were certificates and diplomas, 18 percent were master's degrees, 14 percent were associate degrees, and 4 percent were doctoral or first-professional degrees.
- Forty-nine doctoral degrees and 86 first-professional degrees were awarded to minority students in 2004-05. Combined, these equate to 10 percent of the total doctoral and first-professional degrees awarded statewide.
- The number of minority degrees and credentials increased 68 percent since 2001, versus a 45 percent increase in systemwide degrees and credentials over the same period.

Question 3 - Institutional Key Indicators

Undergraduate Enrollment

At the institutional level, total undergraduate headcount enrollment is a measure of an institution's contribution to Kentuckians' participation in postsecondary education. Enrollment also is an essential component of degree production. Please refer to Tables 3.3 and 3.4B for institutional level data.

Highlights
- Four institutions, EKU, KSU, UK, and KCTCS, reported increases in undergraduate enrollment of 2 percent from 2003 to 2004.
- Morehead, NKU, and Murray reported slight declines in undergraduate enrollment this past year.
- Over the last four years, KCTCS generated the largest growth in undergraduate enrollment with a 38 percent increase, followed by WKU with 19 percent, Morehead with 15 percent, Murray with 12 percent, and NKU with 11 percent.

- KCTCS undergraduate enrollment represented 47 percent of the total in 2004, up from 41 percent in 2000.
- The distribution of undergraduate enrollment at four-year public institutions as a percent of the total either stayed the same or declined slightly over the past four years.
- Undergraduate enrollment at Kentucky's independent colleges and universities increased 0.6 percent to 27,121 in 2004.

Graduate Enrollment

The total headcount enrollment of graduate and first-professional students at the institutional level is a measure of the institution's contribution to advanced postsecondary education in Kentucky. Enrollment also is an essential component of degree production. Please refer to Table 3.4A-B for complete data.

Highlights
- Kentucky's public four-year institution graduate and first-professional enrollment increased 0.5 percent to 23,659 in fall 2004.
- Kentucky's American Indian enrollment increased the most with an 18.5 percent increase, followed by 5 percent for Hispanics, 1 percent for whites, and 0.4 percent for African Americans. Graduate enrollment of Asian students declined by 8.1 percent from 2003.
- Kentucky's graduate enrollment of women and men rose 1.9 percent and 1.3 percent, respectively.
- Kentucky's graduate enrollment has increased 21 percent in the last four years and first-professional enrollment has increased by 10 percent.
- Graduate enrollment at Kentucky's independent colleges and universities increased by 11 percent to 3,593 in 2004.

Table 3.3 Undergraduate Enrollment at Public Institutions

Institution	2000	2001	2002	2003	2004	1 Yr % Change	4 Yr % Change
EKU	12,909	13,023	13,053	13,567	13,837	2%	7%
KSU	2,129	2,165	2,107	2,138	2,183	2%	3%
MoSU	6,755	7,268	7,712	7,929	7,762	-2%	15%
MuSU	7,492	7,776	8,088	8,385	8,371	-0.2%	12%
NKU	10,859	11,288	12,164	12,223	12,070	-1%	11%
WKU	13,272	14,135	15,234	15,798	15,846	0.3%	19%
UK	16,899	17,284	17,878	18,190	18,492	2%	9%
UofL	14,477	14,131	14,475	14,724	14,933	1%	3%
KCTCS	59,415	70,913	76,082	80,695	81,990	2%	38%
Total	144,207	157,983	166,793	173,649	175,484	1%	22%

Source: CPE Comprehensive Database

Table 3.4A Graduate and First-Professional Enrollment at Public Four-Year Institutions

Institution	2000	2001	2002	2003	2004	1 Yr % Change	4 Yr % Change
EKU	1,748	1,890	2,195	2,384	2,346	-2%	34%
KSU	125	149	146	168	152	-10%	22%
MoSU	1,572	1,759	1,678	1,580	1,531	-3%	-3%
MuSU	1,649	1,872	1,832	1,715	1,757	2%	7%
NKU	1,242	1,260	1,579	1,722	1,851	7%	49%
Graduate	871	884	1107	1,196	1,272	6%	46%
First-Professional	371	376	472	526	579	10%	56%
WKU	2,244	2,444	2,584	2,593	2,667	3%	19%
UK	6,217	6,764	7,155	7,289	7,252	-1%	17%
Graduate	4,837	5,399	5,767	5,881	5,825	-1%	20%
First-Professional	1,380	1,365	1,388	1,408	1,427	1%	3%
UofL	5,627	5,573	5,958	6,101	6,103	0%	8%
Graduate	4,374	4,302	4,677	4,795	4,802	0.1%	10%
First-Professional	1,253	1,271	1,281	1,306	1,301	-0.4%	4%
Total	20,424	21,711	23,127	23,552	23,659	0.5%	16%

Source: CPE Comprehensive Database

Table 3.4B Undergraduate and Graduate Enrollment at Independent Institutions

Undergraduate	2003 Actual	2004 Actual	1 YR Change– N	1 YR Change– %
Alice Lloyd College	617	593	-24	-3.9%
Asbury College	1,194	1,224	30	2.5%
Bellarmine University	2,562	2,318	-244	-9.5%
Berea College	1,559	1,556	-3	-0.2%
Brescia University	684	669	-15	-2.2%
Campbellsville University	1,723	1,819	96	5.6%
Centre College	1,062	1,069	7	0.7%
Cumberland College	1,601	1,603	2	0.1%
Georgetown College	1,320	1,335	15	1.1%
Kentucky Christian College	545	585	40	7.3%
Kentucky Wesleyan College	596	663	67	11.2%
Lindsey Wilson College	1,534	1,565	31	2.0%
Mid-Continent University	685	815	130	19.0%
Midway College	1,154	1,271	117	10.1%
Pikeville College	762	801	39	5.1%
Spalding University	949	970	21	2.2%
St. Catharine College	671	681	10	1.5%
Sullivan University	4,580	4,565	-15	-0.3%
Thomas More College	1,389	1,334	-55	-4.0%
Transylvania University	1,131	1,114	-17	-1.5%
Union College	637	571	-66	-10.4%
Total Undergraduate	**26,955**	**27,121**	**166**	**0.6%**
Graduate				
Asbury College	73	60	-13	-17.8%
Bellarmine University	573	561	-12	-2.1%
Brescia University	29	40	11	37.9%
Campbellsville University	301	417	116	38.5%
Cumberland College	123	141	18	14.6%
Georgetown College	387	499	112	28.9%
Kentucky Christian College	15	15	0	0.0%
Lindsey Wilson College	143	281	138	96.5%
Spalding University	693	714	21	3.0%
Sullivan University	328	263	-65	-19.8%
Thomas More College	137	126	-11	-8.0%
Union College	432	476	44	10.2%
Total Graduate	**3,234**	**3,593**	**359**	**11.1%**
First Professional				
Pikeville College	251	265	14	5.6%
Total First Professional	**251**	**265**	**14**	**5.6%**
Total Enrollment				
Alice Lloyd College	617	593	-24	-3.9%
Asbury College	1,267	1,284	17	1.3%
Bellarmine University	3,135	2,879	-256	-8.2%
Berea College	1,559	1,556	-3	-0.2%
Brescia University	713	709	-4	-0.6%
Campbellsville University	2,024	2,236	212	10.5%
Centre College	1,062	1,069	7	0.7%
Cumberland College	1,724	1,744	20	1.2%
Georgetown College	1,707	1,834	127	7.4%
Kentucky Christian College	560	600	40	7.1%
Kentucky Wesleyan College	596	663	67	11.2%
Lindsey Wilson College	1,677	1,846	169	10.1%
Mid-Continent University	685	815	130	19.0%
Midway College	1,154	1,271	117	10.1%
Pikeville College	1,013	1,066	53	5.2%
Spalding University	1,642	1,684	42	2.6%
St. Catharine College	671	681	10	1.5%
Sullivan University	4,908	4,828	-80	-1.6%
Thomas More College	1,526	1,460	-66	-4.3%
Transylvania University	1,131	1,114	-17	-1.5%
Union College	1,069	1,047	-22	-2.1%
Total Enrollment	**30,440**	**30,979**	**539**	**1.8%**

Source: CPE Comprehensive Database

Students Transferring to Kentucky's Four-Year Institutions From KCTCS

The transfer of undergraduate students from KCTCS to four-year institutions will be an important area of growth if Kentucky is to raise its level of educational attainment. This indicator was revised from counting only fall semester transfers to include transfers from both fall and spring semesters due to a growing number of transfers that now occur during the spring semester.

Highlights
- Undergraduate students transferring to Kentucky's four-year institutions from KCTCS increased system-wide to 4,349 in 2005, an increase of 8 percent over 2004.
- KSU reported the largest one-year percentage increase in transfers at 34 percent, followed by a 27 percent increase at Morehead and a 26 percent increase at NKU.
- KSU also reported the largest four-year percentage increase at 225 percent, followed by WKU with 87 percent, and UofL with 40 percent.
- UK remained the recipient of the largest number of transfers throughout this period, capturing 19 percent of the total or 815 transfer students in 2005, followed by EKU with 16 percent of the total, or 701 students, and UofL with 14 percent of the total, or 594 students.
- In 2005, Kentucky's independent colleges and universities accounted for 17 percent of the transfers from KCTCS.

Graduation Rate

This indicator measures the percent of first-time, full-time undergraduates who graduate within six years of beginning their program and is a widely-used measure of institutional effectiveness. Please refer to Table 3.6.

Highlights
- NKU reported the largest one-year change in graduation rate, increasing by over 7 percentage points. Murray and WKU also reported increases of 1 percentage point from the previous year.
- Five out of the eight public institutions experienced decreases in their six-year graduation rate in 2004.
- Murray increased its graduation rate the most over the past four years, followed by NKU, UK, and EKU.
- Murray, UK, and WKU were the only institutions to meet six-year graduation rate goals previously set for 2004.
- UK met the average national graduation rate of 60 percent for public research universities in 2003-04, while UofL remained substantially below.
- Three comprehensive universities met or exceeded the six-year graduation rate average of 40 percent for public master's degree universities in 2003-04

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Persistence Rate

This indicator is a composite statistic that looks at the percent of incoming KCTCS students who, after three years, have either: (1) completed a certificate, diploma, or degree program; (2) transferred to another institution; or (3) are still enrolled at KCTCS. This measure of student success accommodates the larger number of part-time and

Table 3.5 Students Transferring to Kentucky Four-Year Institutions from KCTCS

Institution	2001	2002	2003	2004	2005	1 Yr % Change	4 Yr % Change
EKU	611	567	573	662	701	6%	15%
KSU	12	31	25	29	39	34%	225%
MoSU	355	362	389	312	396	27%	12%
MuSU	431	426	444	419	512	22%	19%
NKU	75	76	76	61	77	26%	3%
WKU	254	378	431	424	474	12%	87%
UK	893	928	957	896	815	-9%	-9%
UofL	424	480	512	551	594	8%	40%
Independents	470	367	466	674	741	10%	58%
Total	3,525	3,615	3,873	4,028	4,349	8%	23%

Source: CPE Comprehensive Database

Table 3.6 Six-Year Graduation Rate by Institution

Institution	1999-2000	2000-01	2001-02	2002-03	2003-04	1 Yr % Change	4 Yr % Change
EKU	31.0%	37.2%	33.1%	37.1%	33.5%	-3.6%	2.5%
KSU	31.1%	33.3%	27.2%	39.0%	29.5%	-9.5%	-1.6%
MoSU	39.4%	45.4%	43.8%	44.2%	37.9%	-6.3%	-1.5%
MuSU	46.3%	55.0%	55.4%	56.3%	57.3%	1.0%	11.0%
NKU	35.4%	40.7%	37.8%	33.3%	40.5%	7.2%	5.1%
WKU	41.7%	40.7%	41.0%	43.4%	44.5%	1.1%	2.8%
UK	55.5%	57.2%	57.8%	61.1%	59.6%	-1.5%	4.1%
UofL	30.7%	33.3%	32.8%	34.9%	33.1%	-1.8%	2.4%

Source: CPE Comprehensive Database

Table 3.7 KCTCS Three-Year Persistence Rate

	2000-01	2001-02	2002-03	2003-04
New credential-seeking enrollment three years previous	9,392	9,173	12,309	13,545
Transferred out	13.5%	12.8%	9.5%	8.8%
Completions	8.7%	9.5%	14.1%	18.4%
Still enrolled	19.2%	19.9%	16.9%	16.0%
Persistence rate	41.4%	42.2%	40.5%	43.3%

Note: 2001 and 2002 do not include technical colleges.
Source: CPE Comprehensive Database

intermittent students who enroll at the two-year level and replaces the reporting of retention and transfer rates for KCTCS.

Highlights
- The KCTCS three-year persistence rate increased by 2.8 percentage points during the past year, moving from 40.5 percent to 43.3 percent. This was driven by a 4.3 percentage point increase in completions in 2003-04.
- The KCTCS persistence rate has remained relatively stable since 2000-01.
- New credential-seeking enrollment grew by 10 percent, from 12,309 in 2002-03 to 13,545 in 2003-04.

Degrees and Other Credentials Awarded by Four-Year Institutions

The number of degrees and other credentials awarded every year is an important measure of a school's output and a direct link to the overall goal of increasing educational attainment. This indicator includes only formal awards above the associate degree level to encourage mission differentiation from that of the KCTCS institutions. The results are highlighted in Table 3.8A for public institutions and Table 3.8B for independent institutions.

Highlights
- In 2004-05, UofL reported the largest one-year percentage change in bachelor's degrees, increasing 14 percent, followed by increases of 8 percent at NKU and 7 percent at KSU.
- NKU and WKU experienced the largest growth in bachelor's degrees over the last four years, increasing 29 percent and 28 percent, respectively, since 2000-01.
- KSU increased its master's and specialist degrees by 24 percent from the previous year, while NKU and UK reported increases of 8 percent and 7 percent, respectively.

Table 3.8A Degrees and Other Credentials Awarded by Public Four-year Institutions

		2000-01	2001-02	2002-03	2003-04	2004-05	1 Yr % Change	4 Yr % Change
Bachelor's	EKU	1,639	1,572	1,664	1,678	1,787	6%	9%
	KSU	207	219	210	214	229	7%	11%
	MoSU	927	907	887	991	1,038	5%	12%
	MuSU	1,225	1,284	1,290	1,440	1,373	-5%	12%
	NKU	1,186	1,259	1,374	1,421	1,529	8%	29%
	WKU	1,695	1,903	1,878	2,116	2,166	2%	28%
	UK	3,239	3,488	3,338	3,373	3,285	-3%	1%
	UofL	1,819	1,851	1,825	1,890	2,148	14%	18%
	Total	11,937	12,483	12,466	13,123	13,555	3%	14%
Post-Bacc/ Post-Master's Certs.	EKU	0	11	*	7	*		
	NKU	0	0	0	15	17	13%	
	UofL	12	32	31	28	20	-29%	67%
	Total	12	43	31	50	37	-26%	208%
Master's/ Specialist	EKU	390	373	462	623	657	5%	68%
	KSU	29	40	41	42	52	24%	79%
	MoSU	319	322	398	359	373	4%	17%
	MuSU	502	550	583	573	570	-1%	14%
	NKU	196	210	292	352	380	8%	94%
	WKU	514	517	658	774	797	3%	55%
	UK	1,055	924	1,061	1,269	1,358	7%	29%
	UofL	1,357	1,313	1,206	1,322	1,373	4%	1%
	Total	4,362	4,249	4,701	5,314	5,560	5%	27%
First- Professional	NKU	81	93	101	102	137	34%	69%
	UK	375	343	363	372	394	6%	5%
	UofL	315	321	323	330	333	1%	6%
	Total	771	757	787	804	864	7%	12%
Doctoral	UK	219	216	208	233	276	18%	26%
	UofL	65	90	89	106	112	6%	72%
	Total	284	306	297	339	388	14%	37%
Total Awards	EKU	2,029	1,945	2,126	2,308	2,444	6%	20%
	KSU	236	259	251	256	281	10%	19%
	MoSU	1,246	1,229	1,285	1,350	1,411	5%	13%
	MuSU	1,727	1,834	1,873	2,013	1,942	-4%	12%
	NKU	1,463	1,562	1,767	1,890	2,063	9%	41%
	WKU	2,209	2,420	2,536	2,890	2,963	3%	34%
	UK	4,888	4,971	4,970	5,247	5,313	1%	9%
	UofL	3,568	3,607	3,474	3,676	3,986	8%	12%
Total Awards		17,366	17,827	18,282	19,630	20,403	4%	17%

Less than 6, exact number not reported to protect student privacy
Source: CPE Comprehensive Database

Table 3.8B Degrees and Other Credentials Awarded by Independent Institutions

		2003-04	2004-05	1 Year N	1 Year % change
Certificate	Brescia University	6	3	-3	-0.5
	Campbellsville University		2	2	
	Spalding University	18	18		
	Sullivan University	125	143	18	14.40%
	Total Certificate	*131*	*166*	*35*	*26.70%*
Associate	Brescia University	19	10	-9	-47.40%
	Campbellsville University	37	25	-12	-32.40%
	Lindsey Wilson College	66	49	-17	-25.80%
	Mid-Continent University	59	59		
	Midway College	64	61	-3	-4.70%
	Pikeville College	23	24	1	4.30%
	Spalding University	5	9	4	80.00%
	St. Catharine College	108	83	-25	-23.10%
	Sullivan University	379	395	16	4.20%
	Thomas More College	56	57	1	1.80%
	Union College		1	1	
	Total Associate	*757*	*773*	*16*	*2.10%*
Baccalaureate	Alice Lloyd College	99	107	8	8.10%
	Asbury College	254	271	17	6.70%
	Bellarmine University	351	419	68	19.40%
	Berea College	337	314	-23	-6.80%
	Brescia University	107	118	11	10.30%
	Campbellsville University	196	219	23	11.70%
	Centre College	258	230	-28	-10.90%
	Cumberland College	202	246	44	21.80%
	Georgetown College	233	250	17	7.30%
	Kentucky Christian College	91	105	14	15.40%
	Kentucky Wesleyan College	114	92	-22	-19.30%
	Lindsey Wilson College	231	233	2	0.90%
	Mid-Continent University	133	128	-5	-3.80%
	Midway College	200	218	18	9.00%
	Pikeville College	140	130	-10	-7.10%
	Spalding University	221	225	4	1.80%
	Sullivan University	315	354	39	12.40%
	Thomas More College	225	222	-3	-1.30%
	Transylvania University	253	229	-24	-9.50%
	Union College	132	146	14	10.60%
	Total Baccalaureate	*4,092*	*4,256*	*164*	*4.00%*
Master/Specialist	Asbury College	8	18	10	125.00%
	Bellarmine University	227	227	0	0.00%
	Brescia University	9	13	4	44.40%
	Campbellsville University	47	103	56	119.10%
	Cumberland College	45	35	-10	-22.20%
	Georgetown College	106	138	32	30.20%
	Kentucky Christian College	4	7	3	75.00%
	Lindsey Wilson College	23	96	73	317.40%
	Spalding University	220	144	-76	-34.50%
	Sullivan University	96	93	-3	-3.10%
	Thomas More College	78	78	0	0.00%
	Union College	122	151	29	23.80%
	Total Master's/Specialist	*985*	*1,103*	*118*	*12.00%*
Doctoral	Spalding University	36	35	-1	-2.80%
	Total Doctoral	*36*	*35*	*-1*	*-2.80%*
First-Professional - Medicine	Pikeville College	59	53	-6	-10.20%
	Total First-Professional - Medicine	*59*	*53*	*-6*	*-10.20%*
Total Degrees/Certificates	Alice Lloyd College	99	107	8	8.10%
	Asbury College	262	289	27	10.30%
	Bellarmine University	578	646	68	11.80%
	Berea College	337	314	-23	-6.80%
	Brescia University	141	144	3	2.10%
	Campbellsville University	280	349	69	24.60%
	Centre College	258	230	-28	-10.90%
	Cumberland College	247	281	34	13.80%
	Georgetown College	339	388	49	14.50%
	Kentucky Christian College	95	112	17	17.90%
	Kentucky Wesleyan College	114	92	-22	-19.30%
	Lindsey Wilson College	320	378	58	18.10%
	Mid-Continent University	133	187	54	40.60%
	Midway College	264	279	15	5.70%
	Pikeville College	222	207	-15	-6.80%
	Spalding University	482	431	-51	-10.60%
	St. Catharine College	108	83	-25	-23.10%
	Sullivan University	915	985	70	7.70%
	Thomas More College	359	357	-2	-0.60%
	Transylvania University	253	229	-24	-9.50%
	Union College	254	298	44	17.30%
	Total Degrees/Certificates	*6,060*	*6,386*	*326*	*5.40%*

Source: CPE Comprehensive Database

- NKU has increased its master's and specialist degrees by 94 percent since 2000-01, while KSU and EKU also have reported significant gains, at 79 percent and 68 percent, respectively.
- NKU reported a 34 percent increase in first-professional degrees, and UK experienced a 6 percent gain. NKU has increased its first-professional degrees by 69 percent over the last four years.
- UK granted 18 percent more doctoral degrees in 2004-05 than the previous year, while UofL experienced an increase of 6 percent. UofL has increased its doctoral degrees by 72 percent since 2000-01.
- In terms of total awards, KSU reported the largest increase of 10 percent from the previous year, followed by increases of 9 percent at NKU and 8 percent at UofL. NKU has increased its total awards by 41 percent since 2000-01, followed by 34 percent at WKU.

Associate Degrees Awarded By KCTCS

This indicator reports the total annual number of associate degrees awarded by KCTCS institutions, which is an important statewide factor in raising educational attainment levels.

Highlights
- Associate degrees awarded by KCTCS increased 6 percent in 2004-05 to 5,723, from 5,420 in 2003-04 (Figure 3.8).
- Over the past four years, KCTCS associate degree production has increased by 52 percent.
- Over 2,500 associate degrees were awarded in liberal arts and sciences, with nursing a distant second at 777 degrees awarded.

Figure 3.8 Associate Degrees Awarded by KCTCS

2000-01	2001-02	2002-03	2003-04	2004-05
3,760	4,194	4,830	5,420	5,723
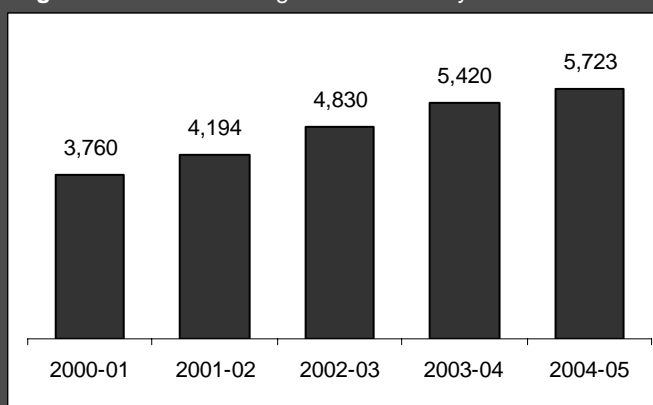
Source: CPE Comprehensive Database

Certificates and Diplomas Awarded By KCTCS

This indicator tracks the certificates and diplomas awarded by KCTCS each year. These credentials are included in the key indicators for the first time to better reflect the full range of credentialing programs at KCTCS, including the offerings that are most responsive to the changing needs of the workplace.

Table 3.9 Certificates and Diplomas Awarded by KCTCS

	2000–01	2001-02	2002-03	2003-04	2004-05	1 Yr % Change	4 Yr % Change
Diplomas	1,609	1,608	1,705	2,226	2,310	4%	44%
Certificates	1,839	3,708	3,929	5,753	7,708	34%	319%
Total	3,448	5,316	5,634	7,979	10,018	26%	191%

Source: CPE Comprehensive Database

Highlights
- The total certificates and diplomas awarded by KCTCS increased to 10,018 in 2004-05, a 26 percent increase from 7,979 in 2003-04 (Table 3.9).
- Certificates awarded showed the greatest change, increasing 34 percent from the previous year.
- Over the past four years, certificates and diplomas have increased by 191 percent.
- Within the KCTCS system, the largest certificate program is nursing, which graduated 1,024 certificate holders in 2004-05. Nursing was also the largest diploma program with 565 graduates. Next highest were auto mechanics, carpentry, and executive assistant programs.

Degrees and Other Credentials Awarded to Racial-Ethnic Minorities

This indicator measures the total number of credentials awarded to racial-ethnic minorities above the associate degree level at four-year institutions and indicates institutions' progress toward closing the achievement gap among its students. This indicator also measures how KCTCS is progressing toward closing the achievement gap among their students. It looks at the total annual number of degrees and credentials awarded to racial-ethnic minority students by KCTCS.

Minority Degrees Awarded at Public Four-Year Institutions

Highlights

- UofL granted the largest number of minority degrees and credentials above an associate degree, awarding 698 in 2004-05. UK and WKU reported 401 and 230, respectively.
- EKU reported the largest increase in minority degrees and credentials above the associate level with a 28 percent gain from the previous year. MoSU and NKU also reported strong increases of 23 percent and 21 percent, respectively.
- UK reported the largest increase in minority bachelor's degrees in 2004-05, growing by 16 percent to 257 degrees. EKU and MoSU also reported significant increases of 15 percent and 14 percent, respectively.
- KSU and UofL granted the largest percentage of the overall bachelor's degrees to minorities, at 71 percent and 16 percent, respectively.
- All Kentucky four-year public institutions, except for KSU, grant bachelor's degrees at a slightly lower proportion than that of their undergraduate enrollment.

Minority Degrees Awarded at KCTCS

Highlights

- Overall, KCTCS reported a 16 percent increase in associate degrees and credentials awarded to minority students from the previous year (Table 3.11).
- The largest number of minority degrees were awarded to African Americans.

- The 424 minority associate degrees awarded in 2004-05 equals 7 percent of the total associate degrees awarded by KCTCS. Out of the 78,391 undergraduate students who reported their race, approximately 9 percent were minority students.
- A significant number of both associate degrees awarded (1,357) and total undergraduate enrollment (11,231) have missing race information and are not included in the above percentages.

Table 3.11 Degrees and Credentials Awarded by KCTCS to Racial-Ethnic Minorities, 2004-05

	Diploma	Cert.	Assoc.	2004-05 Total	2003-04 Total	% Change
African American	166	492	319	977	825	18%
Asian or Pacific Islander	13	44	36	93	77	21%
American Indian or Alaskan Native	7	17	20	44	41	7%
Hispanic	11	51	49	111	117	-5%
KCTCS Total, All Minorities	197	604	424	1,225	1,060	16%

Note: The race of 1,357 KCTCS degree and credential recipients in 2004-05 was not reported.
Source: CPE Comprehensive Database

Table 3.10 Degrees and Credentials Awarded to Racial-Ethnic Minorities at Public Four-Year Institutions

	Bachelor's	Master's/ Specialist	Post-BA & Post-MA Certs.	First-Professional	Doctoral	2004-05 Total	2003-04 Total	1 Yr % Change
EKU	97	25	0	0	0	122	95	28%
KSU	162	36	0	0	0	198	174	14%
MoSU	40	13	0	0	0	53	43	23%
MuSU	74	62	0	0	0	136	162	-16%
NKU	78	30	*	10	0	120	99	21%
WKU	180	50	0	0	0	230	206	12%
UK	257	89	0	36	19	401	371	8%
UofL	341	296	0	36	25	698	696	0%
Total	1,229	601	*	82	44	1,958	1,846	6%

* Less than 6, exact number not reported to protect student privacy
Source: CPE Comprehensive Database

Question 3 - Council or State Initiatives to Be Implemented During 2005-06

The following Council or statewide initiatives are intended to move the Commonwealth forward on Question 3 during 2005-06.

To increase minority enrollment and degrees, the Council will:

- Develop a new Statewide Equal Opportunities Plan with the Council's Committee on Equal Opportunities and conduct a diversity study to serve as the basis for plan development.
  Progress measured by conducting the study and developing a new plan within one year of the completion of the diversity study.

To increase enrollment and transfer rates, the Council will:

- Work with the Statewide Transfer Committee to develop a process to monitor the implementation of the general education transfer framework to ensure its effectiveness as a tool for promoting and facilitating college student transfer in Kentucky.
  Progress measured by annual review of the implementation of the general education transfer framework including any issues associated with automatic certification by KCTCS and any issues associated with the acceptance of academic credits by the four-year public institutions.

- Develop additional 2 + 2 "field of study" frameworks to enable KCTCS students to transition smoothly into high-transfer disciplines at four-year public institutions, as well as high-need fields in Kentucky.
  Progress measured by the development of additional field of study frameworks.

- Continue to implement the Course Applicability System (CAS), an online transfer planning system for students and advisors. Work with remaining institutions to adopt CAS or a CAS interface. Convene meetings of the KY CAS Implementation team to exchange information about any updates and changes within the system. Send at least one representative of each participating institution to the CAS Users Conference in June 2006. Explore the possibility of working with AcademyOne, an academic Web gateway that provides learning and career management services for individuals, institutions, and employers to enhance CAS' capability for students, advisors, and administrators.
  Progress measured by development of a timeline for

CAS or CAS interface implementation at NKU, KSU, and UofL, as well as a timeline for KCTCS implementation of the course import interface, which allows KCTCS students to do transfer planning without having to enter all of their coursework manually into the system.

- Further analyze the findings of the Community College Feedback Report and provide detailed data on the enrollment, academic success, and degree completion rates of transfer students. Complete a comparative analysis of the academic success of transfer students as compared to their native counterparts at the transfer institution and final grade data for transfer students and their native counterparts.
  Progress measured by convening representatives from Kentucky's two and four-year institutions to discuss the findings of this report, identifying challenges and successes associated with transfer within both two and four-year institutions, and identifying strategies to promote the success of transfer students within Kentucky's four-year institutions.

- Target potential transfer students as well as low-income P-12 and adult students in a college access campaign. Continue to update the transfer planning information Web pages on the CPE, GoHigherKy.org, and KYVU Web portals.
  Progress measured by implementation of a process for managing the information and applications available to transfer students through GoHigherKy.org and an increase in the number of accounts established on GoHigherKy.org, as well as the number of applications for admission submitted online.

To increase the college-going rate of GED graduates, the Council will:

- Continue to fund six regional transition pilots with the Kentucky Community and Technical College System, Morehead State University, Eastern Kentucky University, and Murray State University that increase the number of GED graduates transitioning to postsecondary education. Analysis of the results and identification of best practices are ongoing.
  Progress measured by the development of replicable models statewide.

- Produce draft content standards aligned with the American Diploma Project benchmarks, which were created by Education Trust and endorsed by the Kentucky statewide P-16 Council. Kentucky was one of 15 states selected to join the national Content Standards Consortia focusing on the development, alignment, and implementation of content standards for adult education programs.

Measurements of progress will be determined once new content standards are implemented.

- Continue to participate in the Kentucky Higher Education Assistance Authority's (KHEAA) GoHigherKy.org, an online resource to assist students from middle school through adulthood plan for postsecondary education.
  Progress measured by continued partnership with KHEAA.

- Via KYVU, continue to provide access to over 70 certificate and degree programs in its online catalog.
  Progress measured by increased number of KYVU students earning credentials or participating in providers' collaborative online degree programs; increased number of new students taking academic degree courses; increased number of students from continuing education or professional development programs currently enrolled in academic programs via KYVU/KYVAE/KyEducators; and increased percent of academic degree courses offered each semester per online degree program.

- Via KYVU, continue to support high-quality instructional design strategies that best meet the needs of students and maintain academic excellence.
  Progress measured by increased number of Online Excellence Award winners and the number of KYVU faculty who win other "best practices" awards .

Question 3 - Institution Initiatives to Be Implemented During 2005-06

The following initiatives are planned in 2005-06 to move institutions forward and support Question 3 of the Public Agenda.

Eastern Kentucky University will:

- Implement a comprehensive and systematic enrollment planning process to achieve CPE's guidelines and targets for enrollments and degrees awarded.
  Progress measured by tracking process elements developed.

- Develop a system that nurtures a transitional relationship to include articulation agreements, AP, and dual enrollment/credit between EKU and high schools and/or community colleges.
  Progress measured by the number of articulation and dual credit agreements.

- Explore the addition of new graduate and advanced

degree programs in such areas as educational leadership and justice and safety that will benefit the Commonwealth and serve demonstrated needs in underrepresented fields necessary to support regional stewardship, economic development, and the goals of HB1.
Progress measured by tracking the number of meetings, relevant findings, and progress toward the addition of new programs.

- Increase and enhance educational opportunities to address all underserved populations, such as traditional and nontraditional students in the service region, first-generation college students, minority students within and beyond the service region, and adult learners and traditional students who have barriers that limit their ability to come to the Richmond campus.
  Progress measured by the number of programs and services developed and the number of students served.

- Improve advising and guidance activities to encourage degree and certificate completion. Interventions will include a more intrusive advising approach (an action-oriented model to identify, involve, and motivate students who need help or are in a crisis) and an emphasis on retention.
  Progress measured by the number of actionable ideas generated, number of approaches implemented, and improved retention rates.

Kentucky State University will:

- Provide associate degree holders the opportunity to design a bachelor's degree that best meets their career objectives and facilitates the pursuit of advanced degrees.
  Progress measured by the creation of a general studies completer degree.

- Create other types of certificates (such as the Certified Public Manager) and degrees that fit the needs of today's student and job market. Collaborate with KCTCS to develop and promote new certificate- and diploma-level courses offered as community-based programs throughout the region.
  Progress measured by increasing the number of certificates and degrees and the number of certificate- and diploma-level courses developed and promoted with KCTCS.

- Develop alternative delivery formats.
  Progress measured by increasing the number of evening, weekend, and online courses and increased participation in KSU programs and services.

Morehead State University will:

- Increase the availability of high-demand degree programs to place- and time-bound citizens through delivery of academic instruction at the regional campuses and distance learning technology, including online programs.
  Progress measured by increased number of alternative delivery options and increased enrollments in these programs and services.

- Coordinate a campus-wide diversity initiative to recruit and retain minority faculty, staff, and students; expand marketing efforts in areas with concentrated minority populations; and increase the number of minority recruitment coordinators within the academic programs.
  Progress measured by performance on the Kentucky State Plan objectives and increased minority enrollment, hiring, and retention.

- To facilitate student transfer, partner with community and technical colleges to educate students on the transfer process, develop articulation agreements, and offer multiple baccalaureate degree programs via the Internet and on-site at Ashland Community and Technical College, Big Sandy Community and Technical College, Maysville Community and Technical College, and the University Center of the Mountains.
  Progress measured by increased number of transfer students.

- Increase the number of students who successfully complete a degree or certification through implementing a comprehensive enrollment management plan that includes effective strategies for recruitment, marketing, academic advising, retention, and career services. The plan will include strategies to improve recruitment of first-time freshmen and KCTCS transfers, retention and persistence rates, student satisfaction, and graduation rates.
  Progress measured by increased graduation and retention rates.

Murray State University will:

- Undertake a review of the University Studies Curriculum (general education) and engage in state initiatives designed to ease transfer articulation with KCTCS and between the Commonwealth's four-year institutions.
  Progress measured by increased number of transfer students.

- Develop and implement initiatives to encourage more minority and underrepresented students to enroll.
  Progress measured by institutional performance on

the Kentucky State Plan objectives, increasing minority enrollment, and providing graduate assistantships to qualified students from underrepresented students.

- Focus greater attention on diversity across campus programs to enhance awareness and sensitivity to diversity issues.
  Progress measured by the creation of programs to highlight diversity issues across the campus, increased awareness of diversity issues in the curriculum and student affairs activities.

Northern Kentucky University will:

- Develop, implement, and support programs that increase student retention, such as an early warning system for intervention with at-risk students and a peer mentoring program.
  Progress measured by 350 students to be served by the early warning system and 15 mentors/tutors to serve 50 protégés during a pilot test for the peer mentoring program by spring 2006.

- Create a new college to promote, support, expand, and strengthen technology-related degree and certificate programs at the graduate and undergraduate levels to meet the projected employment needs of the region and provide the necessary human capital to support employers' needs for knowledge workers.
  Progress measured by the creation of a College of Informatics that will include the following departments: computer science, information systems, and communication; the initiation of a search for a permanent dean; and the development of policies and procedures for the operation of the new college.

- Develop new graduate degree and certificate programs based on a systematic strategic planning process that integrates employment forecasts, regional employer needs, and NKU's current and developing capacity.
  Progress measured the creation of two new graduate programs in community counseling and school counseling, and the development of a multi-year graduate strategic plan for the development and implementation of new graduate programs.

- Reach out to new student markets, especially nontraditional students, by offering off-campus programs for those who cannot take advantage of campus-based programs.
  Progress measured the implementation of a degree-granting program for nontraditional students; the addition of the program at the Covington campus; the enrollment of a minimum of 65 (unduplicated) students during the year; and the development of a collabora-

tive agreement with at least one corporate site to offer a degree-granting program to their employees beginning in fall 2006.

- Reach out to new student markets by offering online programs for those who cannot take advantage of campus-based programs.
  Progress measured by the development of courses for an online master's degree in education to be offered in FY 2006; the addition of an online education track for the teaching of gifted and talented students; and the development of online courses for NKU's general education program with the intent of offering the courses in FY 2006.

Western Kentucky University will:

- Pursue an innovative and aggressive marketing and recruitment plan that increases numbers of academically talented and highly qualified students, both undergraduate and graduate, in-state and out-of-state, and international.
  Progress measured by increased quality of incoming students as reflected by ACT scores and high school GPA; increased admission applications and enrollment of students in national Tuition Incentive Program (TIP).

- Increase the number and variety of distance learning programs available to time- and place-bound learners using both campus-based and KYVU options.
  Progress measured by increased number of enrollments in distance learning by 30 percent.

- Increase undergraduate student retention and graduation rates in line with WKU's strategic plan through focused initiatives and shared accountability for success.
  Progress measured increased retention rate of first-time, full-time freshmen to achieve CPE targets; increased six-year graduation rates to achieve CPE targets; and increased five-year graduation rate of KCTCS transfer students to achieve CPE targets.

University of Kentucky will:

- Facilitate greater progress in improving both the quality and diversity of its student population, especially at the undergraduate level, including: (1) expanding the recruitment and admissions program; (2) studying the effectiveness of financial aid and scholarship programs with the goal of implementing needed improvements; and (3) conducting additional research to improve understanding of factors related to the recruitment, enrollment, and success of African Americans at the university.
  Progress measured by increased ACT composite scores and high school GPAs of first-year students; increased percent of total first-year students that are African American, other minorities, and international students; and evidence of a new admissions process that recognizes leadership and other characteristics related to academic success at UK.

- Establish the Chellgren Center for Undergraduate Excellence to serve as the university's focal point both for innovation in premier undergraduate education and for dissemination of those innovations that hold the greatest promise for a wider student audience.
  Progress measured by increased participation and success of highly qualified students in the programs; achievement of specific Chellgren Center goals related to External Scholarships, including five Rhodes Scholarship candidates, five Marshall Scholarship candidates, five Truman Scholarship candidates, and ten Fulbright Scholarship candidates.

- Enhance and maintain the national prominence of graduate programs at the doctoral level and in cross-disciplinary areas such as public policy studies, nutritional and biomedical sciences, international studies, and public health.
  Progress measured by increased number of academic programs recognized at a national level as a top-20 or top-quartile program using the methodology established for the strategic plan.

- Develop high-quality graduate certificates in emerging areas such as health policy, nanotechnology, bioinformatics, clinical research skills, and rural community leadership.
  Progress measured by increased number of new certificates developed and awarded in the emerging areas.

- Offer innovative opportunities for earning undergraduate, graduate, and first-professional degrees through programs such as the MD-PhD, BS-MD, and BSN-PhD tracks. In fall 2005, UK began offering the MD-PhD program, with an enrollment of 16. Also in fall 2005, UK began offering the BS-MD program for the first time, with an initial enrollment of 10 students. The BS-MD Accelerated Course of Study is a special track developed for a small number of motivated, mature high school students who intend to pursue a career in medicine.
  Progress measured by increased enrollment and program completion rates; and the addition of new joint programs.

University of Louisville will:

- Improve retention and graduation rates by recruiting high-quality students and investing in academic support services and peer mentoring programs, including intensive tutorial support for mathematics, student success seminars to promote academic and co-curricular life skills, and other support programs that promote classroom success, develop life skills, and build student confidence.
  Progress measured by increased ACT composite scores of incoming freshmen; increased number of students served by REACH, the university's central academic support services unit for lower-division undergraduates; and improved graduation and retention rates through initiatives such as the Student Success-Engagement-Satisfaction (SES) initiative.

- Increase investments in graduate assistantships and fellowships (both in terms of increasing the number of support lines available and enhancing the amount of support that can be offered to incoming graduate students), and streamline admissions processes to help increase the number of graduate students and doctoral graduates.
  Progress measured by increased number of graduate assistantship and fellowship awards; increased number and amount of diversity scholarships; increased number of African Americans receiving doctoral degrees; and the revision of the electronic admissions process for the Graduate School.

- Participate in the funded Ph.D. Completion Project aimed at increasing graduation rates of doctoral students. The program measures retention and degree completion and provides for interventions from family support to completion grants to enhanced mentorship aimed at increasing graduation rates of doctoral students.
  Progress measured by increased number of doctoral degrees awarded and increased number of completion awards given to students.

Kentucky Community and Technical College System will:

- Create new and improved transfer opportunities for students through Career Pathways and related initiatives.
  Progress measured by the appointment of a Curriculum and Articulation Specialist to serve as a resource for Career Pathways programs, the analysis of transfer cohorts using information available through the National Student Clearinghouse, and increased number of articulation agreements with four-year institutions.

- Expand student access through innovative, modular-

ized, flexible scheduling; educational technology-related services and resources, including additional AA/AS, AAS, and other programs through KYVU; and alternative, customizable, and efficient delivery of content.
Progress measured by increased use of these resources, development of modularized curricula, and increased number of fractionalized credits awarded through its business and industry training programs.

- Increase the number of underserved populations and GED graduates who earn degrees and certificates through expansion of existing successful models including Ready-to-Work, Work and Learn, distance learning, and Career Pathways and through other innovative collaborations with Kentucky Adult Education.
  Progress measured by increased participation in these initiatives.

- Participate in the Ford Bridges to Opportunity/Lumina Achieving the Dream State Student Data Project.
  Progress measured by improved use of data in initiatives targeting low-income students; use of a set of measures common to the participating states to gauge progress; identification of policies that yield improved outcomes for low-income and underrepresented students; attendance at a January 2006 meeting of state-level participants in the State Student Data Project; and completed assessment of the NCHEMS' feasibility analysis of the project.

Kentucky's nonprofit, independent colleges and universities will:

- Produce more of the state's total bachelor's degree production in STEM areas. Independents produce: 23 percent of computer science, 34 percent of biology, 33 percent of math, 30 percent of chemistry, and 34 percent of physics.
  Progress measured by increased STEM degree production.

- Expand selected traditional campus programs and alternative delivery models.
  Progress measured by increased enrollments.

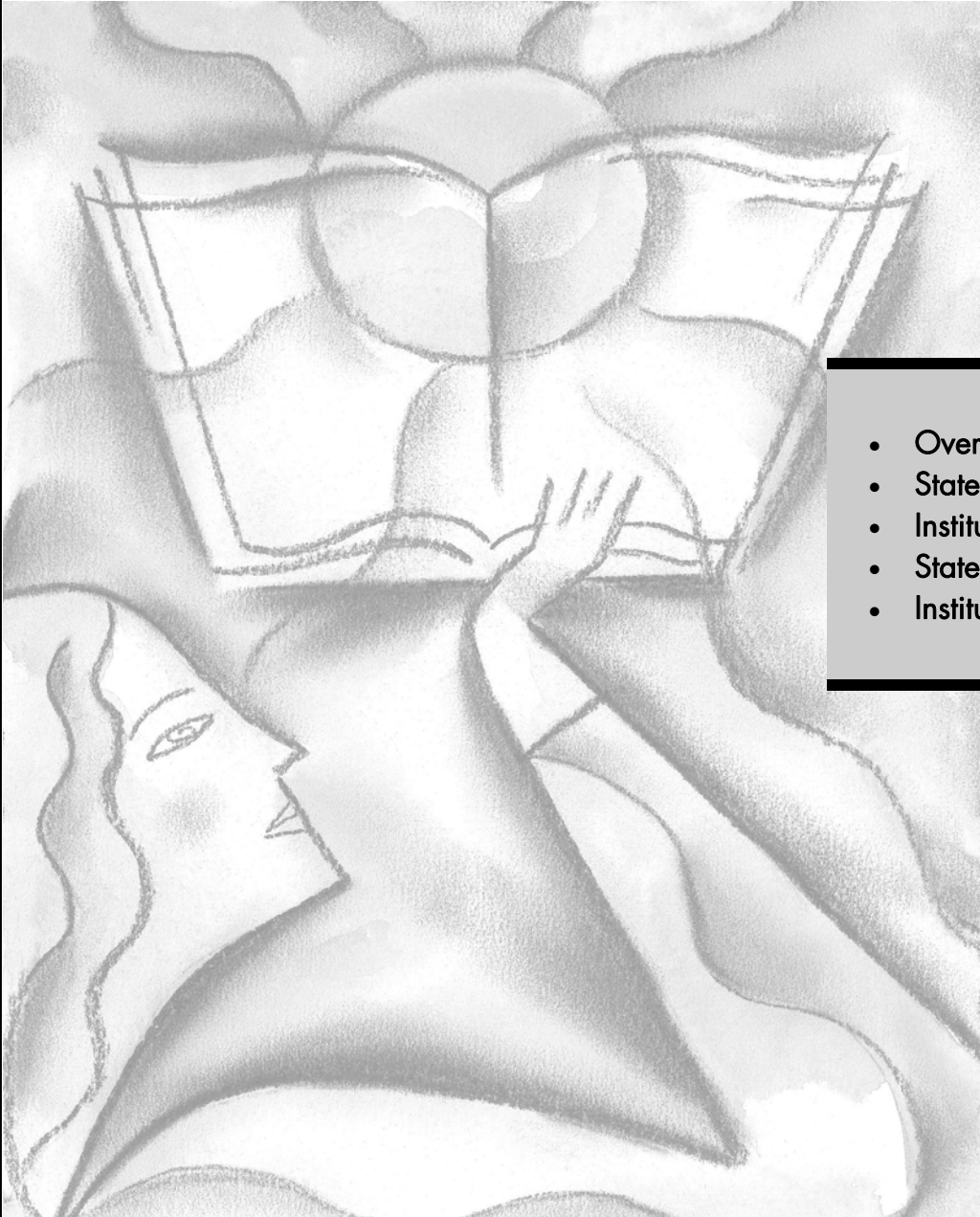- Work with KCTCS on partnerships and transfer agreements.
  Progress measured by increased transfer agreements.

- Improve graduation rates, which currently stand above the state average.
  Progress measured by increased graduation rates.

Are college graduates prepared for life and work in Kentucky?

- Overview
- State Indicators
- Institutional Indicators
- State Initiatives
- Institutional Initiatives

Question 4: Are college graduates prepared for life and work in Kentucky?

When students leave Kentucky's colleges and universities, they must carry with them characteristics, skills, and behaviors that equip them for life's challenges and the world of work, in Kentucky or anywhere in the world. Postsecondary education instills a sense of civic duty and pride and an obligation to help others through volunteerism and charitable giving. A college-educated individual possesses valuable attributes: a capacity for lifelong learning, the ability to analyze and synthesize information, effective communication and problem-solving skills, and the ability to relate to diverse individuals. Students who are academically engaged and active on campus and in their communities tend to vote more often, lead healthier lives, and be more productive workers and citizens. As the capacity to serve more students expands, additional emphasis must be placed on improving the quality of teaching and learning on campus.

Kentucky's recent participation in the National Forum on College-Level Learning's Student Learning Pilot, along with four other states, demonstrated the feasibility of administering a single, uniform assessment of the knowledge and skills that students have gained during their time in college. The Council staff plans to implement statewide all three assessments developed through this project as soon as possible: the Collegiate Learning Assessment (a value-added approach to assessing student learning developed by the Council for Aid to Education with the RAND Corporation or equivalent) at the baccalaureate level; the WorkKeys assessment (developed by ACT) at the two-year level; and data on graduate school entrance exam scores and licensure exam pass rates.

The Council continues to use the National Survey of Student Engagement (NSSE) to measure civic participation and the degree to which undergraduate students are actively engaged in their college or university at the institu-

tional level. These indicators have been expanded to cover KCTCS institutions in the inclusion of data from the Community College Survey of Student Engagement (CCSSE), which includes similar questions to NSSE.

Question 4 - State Key Indicators

Performance of College Graduates on Statewide Learning Assessments

The College Learning Assessment (CLA) and WorkKeys tests directly measure the skills and knowledge students have acquired during their postsecondary education. Student performance on these tests serves as a proxy for the preparation level of Kentucky's postsecondary graduates and provides a comparison to other states.

The following results are based on 2003 data from a pilot initiative and should be interpreted with caution due to the low number of respondents and other methodological issues involved with the pilot.

Highlights
- Students from Kentucky's four-year public institutions scored lower than the other pilot states on both problem solving and writing assessment as part of the CLA.
- In contrast, students from KCTCS scored above the national benchmarks for all four sections of the WorkKeys assessments with particular strength in writing and reading.

Table 4.1 Number of Percentage Points Above and Below National Benchmark

CLA (Kentucky Public Four-Year Institutions)			**WorkKeys (KCTCS)**			
	Problem Solving	Writing	Reading	Quantitative Skills	Local Information	Writing
Kentucky	-18%	-13%	15%	9%	7%	104%
Illinois	16%	2%	6%	-3%	5%	43%
Nevada	NA	NA	-13%	-22%	-26%	-37%
Oklahoma	3%	15%	-7%	-1%	4%	-17%
South Carolina	5%	-1%	13%	4%	10%	-52%

Source: Measuring Up 2004

Performance of College Graduates on Licensure and Graduate School Entrance Exams

Student performance on licensure and graduate school admissions exams is another strong indication of their readiness for life and work. Licensure exams directly measure students' employability in their chosen fields. In most cases, these measures also provide a comparison to other states.

Highlights
- Graduate school entrance exam data are not currently available at the statewide level, but the Council is working to obtain this information.
- Kentucky licensure pass rates exceed national rates in most areas.

Question 4 - Institutional Key Indicators

Student Engagement in the Undergraduate Learning Experience

Utilizing the National and Community College Surveys of Student Engagement (NSSE and CCSSE), this measure captures the extent to which college students engage in effective educational practices related to high levels of learning and development. NSSE utilizes a core group of approximately 40 questions from the survey to create five scales or benchmarks of effective educational practice. These include the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. The survey allows for both historical perspectives and comparative information on sector and national

norms. Kentucky's public four-year institutions are on a cycle to participate every other year, and the two-year institutions within the KCTCS system are scheduled to participate once every three years. Please refer to Table 4.3 for NSSE student engagement results by institution.

Highlights
- Systemwide, 1,544 first-year students and 1,907 seniors completed the NSSE 2005 survey.
- Compared with NSSE 2003, there was systemwide improvement in the senior experience in NSSE 2005. The changes in first-year student results from 2003 were more mixed, with some institutions reporting improvements, while others declines.
- EKU reported the highest benchmark scores for seven out of the ten NSSE scores. MuSU reported the highest marks on the other three NSSE scores, while WKU tied MuSU for high score for the extent of active and collaborative learning of first-year students.
- EKU, UofL, and WKU all reported large increases in first-year student-faculty interaction from the previous survey. EKU, MoSU, and UofL experienced significant gains in senior-faculty interaction. MuSU also reported a large increase in supportive campus environment among its seniors.
- KSU mistakenly did not participate in NSSE 2005 but will collect data in 2006 to make up for missing data. All institutions are currently scheduled to participate again in NSSE 2007.

Civic Participation of Students

The civic participation of students through volunteering and voting is another dimension of student preparedness for responsible citizenship. This indicator also uses data from NSSE, providing a national comparison. Four sepa-

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Table 4.2 Graduate School Entrance Exams and Licensure Pass Rates

Graduate Exam or Licensure	Pass Rate Previous Year	Pass Rate Most Recent Year	National Pass Rate
NCLEX Pass Rates - Baccalaureate (2004-05)	94%	91%	85%
NCLEX Pass Rates - Associate (2004-05)	90%	90%	85%
NCLEX Pass Rates - Practical Nursing (2004-05)	89%	95%	90%
Physical Therapist Licensing Examination (2003-04)	83%	67%	72%
National Council for Examiners for Engineering Exam, Part I (2004-05)	86%	75%	76%
Kentucky Bar Exam (2004-05)	69%	72%	N/A
National Dental Board Exam, Part 2 (2004-05)*	92%	98%	94%
North American Pharmacist Licensure Examination (2003-04)*	100%	100%	N/A
US Medical Licensure Exam, Part 2 (2003-04)*	95%	94%	92%
American Registry of Radiologic Technicians (2003-04)*	85%	91%	89%
National Board for Respiratory Care Exam (2003-04)	81%	91%	74%

* Includes students from Kentucky's four-year public institutions only.
Note: GRE, GMAT, LSAT, and MCAT data is not available; these exams do not have pass rates
Source: CPE Comprehensive Database, State and National Certification Boards

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Table 4.3 Student Engagement in the Undergraduate Experience (Continues on page 57)
       FY= First-Year Student   SR= Senior Student

NSSE Benchmarks of Effective Educational Practice	2001 FY	2001 SR	2003 FY	2003 SR	2005 FY	2005 SR	Change from 2003 FY	Change from 2003 SR	NSSE 2005 Sector FY	NSSE 2005 Sector SR	NSSE 2005 FY	NSSE 2005 SR
Eastern Kentucky University												
Level of Academic Challenge	50	56	50	55	52	56	2	1	52	56	53	57
Active and Collaborative Learning	36	49	39	51	40	54	1	3	43	52	42	52
Student-Faculty Interaction	35	51	39	49	45	54	6	5	40	48	40	49
Enriching Educational Experiences					30	48			27	40	28	42
Supportive Campus Environment	57	57	59	56	57	59	-2	3	60	58	60	58
Kentucky State University*												
Level of Academic Challenge	54	53	51	52					52	56	53	57
Active and Collaborative Learning	47	52	40	50					43	52	42	52
Student-Faculty Interaction	39	48	40	47					40	48	40	49
Enriching Educational Experiences	55	54	46	46					27	40	28	42
Supportive Campus Environment	58	58	53	53					60	58	60	58
Morehead State University												
Level of Academic Challenge	54	55	52	55	50	54	-2	-1	52	56	53	57
Active and Collaborative Learning	42	53	39	50	41	53	2	3	43	52	42	52
Student-Faculty Interaction	43	49	39	47	41	52	2	5	40	48	40	49
Enriching Educational Experiences					22	36			27	40	28	42
Supportive Campus Environment	62	57	56	55	58	58	2	3	60	58	60	58
Murray State University												
Level of Academic Challenge	46	54	51	55	50	54	-1	-1	52	56	53	57
Active and Collaborative Learning	36	46	42	49	42	52	0	3	43	52	42	52
Student-Faculty Interaction	35	45	40	50	42	53	2	3	40	48	40	49
Enriching Educational Experiences					26	41			27	40	28	42
Supportive Campus Environment	59	55	62	61	60	66	-2	5	60	58	60	58

*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.
Source: National Survey of Student Engagement (NSSE)

rate questions from NSSE are used to assess the overall civic participation of students.

The first question, highlighted in Table 4.4 on page 58, reports the percent of first-year and senior students at Kentucky four-year public institutions who spent one or more hours per week doing volunteer work.

Highlights
- Systemwide, 34 percent of first-year students and 43 percent of seniors reported spending one hour or more doing volunteer work. This is up slightly for both classes from NSSE 2003.
- Among Kentucky public institutions, NKU reported the largest percent of first-year students spending one or more hours doing volunteer work at 39 percent, and Morehead the largest percent of seniors at 51 percent.
- Morehead also reported the largest increase for sen-

iors, improving by 11 percentage points from 2003. For first-year students, WKU reported the largest increase, improving five percentage points from NSSE 2003.

Another civic engagement indicator is the percent of students who reported participation in a community-based project as part of a regular course during the school year. Institution data are highlighted in Table 4.5 on page 58.

Highlights
- Systemwide, 31 percent of first-year students and 47 percent of seniors reported participating in a community-based project as a part of a regular course in 2005. These opportunities often are referred to as service learning activities. This was an increase for both first-year students and seniors from NSSE 2003.
- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 35 percent. EKU reported the largest percent of seniors at

Table 4.3 Student Engagement in the Undergraduate Experience (Continued from page 56)
       FY= First-Year Student   SR= Senior Student

NSSE Benchmarks of Effective Educational Practice	2001 FY	2001 SR	2003 FY	2003 SR	2005 FY	2005 SR	Change from 2003 FY	Change from 2003 SR	NSSE 2005 Sector FY	NSSE 2005 Sector SR	NSSE 2005 FY	NSSE 2005 SR
Northern Kentucky University												
Level of Academic Challenge	48	55	50	53	48	54	-2	1	52	56	53	57
Active and Collaborative Learning	35	49	38	47	40	49	2	2	43	52	42	52
Student-Faculty Interaction	37	39	38	44	40	45	2	1	40	48	40	49
Enriching Educational Experiences					25	35			27	40	28	42
Supportive Campus Environment	57	51	63	55	57	56	-6	1	60	58	60	58
Western Kentucky University												
Level of Academic Challenge	46	51	48	53	48	53	0	0	52	56	53	57
Active and Collaborative Learning	39	46	37	48	42	51	5	3	43	52	42	52
Student-Faculty Interaction	34	43	34	45	41	48	7	3	40	48	40	49
Enriching Educational Experiences					26	40			27	40	28	42
Supportive Campus Environment	58	53	56	54	57	55	1	1	60	58	60	58
University of Kentucky												
Level of Academic Challenge	52	53	52	55	49	55	-3	0	51	55	53	57
Active and Collaborative Learning	36	45	35	46	34	47	-1	1	39	48	42	52
Student-Faculty Interaction	35	42	36	44	34	46	-2	2	36	44	40	49
Enriching Educational Experiences					23	40			28	41	28	42
Supportive Campus Environment	53	48	59	54	53	55	-6	1	57	53	60	58
University of Louisville												
Level of Academic Challenge	46	52	48	54	47	55	-1	1	51	55	53	57
Active and Collaborative Learning	37	45	35	44	37	45	2	1	39	48	42	52
Student-Faculty Interaction	34	40	32	40	39	45	7	5	36	44	40	49
Enriching Educational Experiences					26	36			28	41	28	42
Supportive Campus Environment	54	47	54	51	54	52	0	1	57	53	60	58

Notes: Sector average for comprehensives is the NSSE Master's category and for UK and U of L, it is the NSSE research extensive category.
Source: National Survey of Student Engagement (NSSE)

62 percent, followed by Murray at 55 percent.
- NKU reported the largest increase for first-year students, improving by 16 percentage points from 2003, followed by WKU's increase of 14 percentage points. For seniors, Morehead, Murray, and UofL all reported 15 percentage point gains from NSSE 2003.

Another civic engagement indicator is the percent of students who reported that their college experience substantially (a combination of "very much" and "quite a bit") enhanced their knowledge, skills, and personal development in terms of contributing to voting in local, state, or national elections. Institution data are highlighted in Table 4.6 on page 59.

Highlights
- Systemwide, 46 percent of first-year students and 39 percent of seniors reported that their college experience substantially enhanced their knowledge, skills, and personal development in terms contributing to voting in local, state, and national elections. This was a dramatic increase from NSSE 2003 that paralleled

increases in the national average as a result of the 2004 elections.
- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 52 percent, followed by NKU at 48 percent. WKU also reported the largest percent of seniors at 45 percent.

The final civic engagement indicator is the percent of students who reported that their college experience substantially (a combination of "very much" and "quite a bit") enhanced their knowledge, skills, and personal development in terms of contributing to the welfare of their community. Institution data are highlighted in Table 4.7 on page 59.

Highlights
- Systemwide, 38 percent of first-year students and 42 percent of seniors reported that their college experience substantially (a combination of "very much" and "quite a bit") enhanced their knowledge, skills, and personal development in terms of contributing to the welfare of their community. This was an increase for both first-year students and seniors over their NSSE

Table 4.4 Percent of College Students Who Reported Spending One Hour or More Per Week Doing Volunteer Work

Institution	2001		2003		2005		Change from 2003	
	First-year	Senior	First-year	Senior	First-year	Senior	First-year	Senior
EKU	44%	52%	32%	40%	25%	44%	-7%	4%
KSU*	56%	72%	36%	44%	N/A	N/A	N/A	N/A
MoSU	46%	50%	26%	40%	26%	51%	0%	11%
MuSU	49%	52%	43%	39%	36%	44%	-7%	5%
NKU	36%	43%	36%	42%	39%	40%	3%	-2%
WKU	48%	48%	30%	41%	35%	44%	5%	3%
UK	48%	48%	29%	39%	28%	43%	-1%	4%
UofL	39%	45%	32%	39%	32%	40%	0%	1%
KY System	45%	49%	33%	40%	34%	43%	1%	3%

*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.
Note: National average data are not available since this is a question only asked by the Kentucky consortium.
Source: National Survey of Student Engagement (NSSE)

Table 4.5 Percent of Students Who Participated in a Community-Based Project as Part of a Regular Course (Percent of Students Who Responded "Very Often," "Often," or "Sometimes")

Institution	2001		2003		2005		Change From 2003	
	First-year	Senior	First-year	Senior	First-year	Senior	First-year	Senior
EKU	18%	42%	28%	48%	29%	62%	1%	14%
KSU*	42%	40%	49%	38%	N/A	N/A	N/A	N/A
MoSU	26%	44%	24%	35%	30%	50%	6%	15%
MuSU	19%	30%	30%	40%	31%	55%	1%	15%
NKU	17%	32%	14%	33%	30%	41%	16%	8%
WKU	25%	37%	21%	43%	35%	50%	14%	7%
UK	16%	33%	15%	35%	24%	38%	9%	3%
UofL	24%	38%	25%	23%	23%	38%	-2%	15%
KY System	22%	37%	23%	37%	31%	47%	8%	10%
National Average	27%	41%	34%	44%	38%	50%	4%	6%

*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.
Source: National Survey of Student Engagement (NSSE)

Table 4.6 College Experience Contributed to Knowledge, Skills and Personal Development in Contributing to Voting in Local, State, and National Elections (Percent of Students Who Responded "Very Much" or "Quite a Bit")

	2001		2003		2005		Change From 2003	
Institution	First-year	Senior	First-year	Senior	First-year	Senior	First-year	Senior
EKU	29%	33%	23%	17%	38%	36%	15%	19%
KSU*	39%	39%	29%	32%	-	-	-	-
MoSU	38%	33%	18%	23%	41%	43%	23%	20%
MuSU	27%	32%	28%	23%	36%	42%	8%	19%
NKU	21%	26%	23%	16%	48%	34%	25%	18%
WKU	30%	20%	20%	24%	52%	45%	32%	21%
UK	18%	22%	16%	22%	39%	33%	23%	11%
UofL	25%	29%	17%	14%	43%	26%	26%	12%
KY System	27%	27%	21%	21%	46%	39%	25%	18%
National Average	26%	25%	23%	23%	49%	41%	26%	18%

*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.
Source: National Survey of Student Engagement (NSSE)

Table 4.7 College Experience Contributed to Knowledge, Skills, and Personal Development in Contributing to the Welfare of Their Community (Percent of Students Who Responded "Very Much" or "Quite a Bit")

	2001		2003		2005		Change From 2003	
Institution	First-year	Senior	First-year	Senior	First-year	Senior	First-year	Senior
EKU	26%	46%	35%	35%	35%	44%	0%	9%
KSU*	27%	56%	28%	41%	-	-	-	-
MoSU	31%	43%	34%	37%	35%	43%	1%	6%
MuSU	30%	37%	41%	39%	36%	57%	-5%	18%
NKU	19%	26%	30%	29%	40%	36%	10%	7%
WKU	24%	39%	33%	36%	42%	44%	9%	8%
UK	20%	33%	27%	32%	25%	42%	-2%	10%
UofL	26%	33%	27%	27%	32%	36%	5%	9%
KY System	25%	37%	32%	34%	38%	42%	6%	8%
National Average	33%	40%	41%	44%	46%	48%	5%	4%

*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.
Source: National Survey of Student Engagement (NSSE)

2003 results.

- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 42 percent, followed by NKU at 40 percent. MuSU reported the largest percent of seniors at 57 percent, followed by EKU and WKU at 44 percent.

- NKU first-year students reported the largest improvement with a 10 percentage point increase, while seniors at MuSU reported an 18 percentage point increase in this area.

Question 4 - Council or State Initiatives to Be Implemented During 2005-06

The following Council or statewide initiatives are intended to move the Commonwealth forward on Question 4 during 2005-06.

The Council will:

- Continue participation in the college-level learning component of *Measuring Up* and will update the information with new data. Kentucky participated in two rounds of pilot projects (in 2002 and again in 2004) to develop a successful methodology for assigning a standardized grade to college graduate learning.
  Progress measured by publication of Kentucky's learning grade in the 2006 edition of Measuring Up*.*

- Four-year universities have three years of student engagement data from the leading standardized survey, the National Survey of Student Engagement (NSSE). Several Kentucky institutions utilize their NSSE results in accreditation and quality enhancement plans, which enriches campuswide discussions of teaching and learning. A statewide workshop being planned for May 2006 will focus on maximizing the use of student engagement results for institutional improvement. The Council's new associate vice president for planning and performance spent the last seven years launching the NSSE project and will serve as a statewide and institutional consultant.
  Progress measured by widespread participation of campus leaders, increases in first-year retention rates, and improved student engagement survey results in spring 2007.

- Via KYVU, educate students for new economy jobs using new economy methods.
  Progress measured by increased number of KYVU academic provider graduates who utilize the KYVU PD offerings, the KY Virtual eLearning portal's access to KYVL while not enrolled in a baccalaureate program, and the KY ePortfolio; increased number of

courses requiring proficiency levels in information literacy skills (e.g., successful completion of KYVL research tutorial); increased number of courses requiring use of software or hardware utilized in target careers; and increased number of courses requiring civic engagement or simulations/role-playing in Kentucky-based situations.

Question 4 - Institution Initiatives to Be Implemented During 2005-06

The following initiatives are planned in 2005-06 to move institutions forward and support Question 4 of the Public Agenda.

Eastern Kentucky University will:

- Implement strategies to improve leadership and student involvement, such as the LINKED program (Leaders involved in Influencing Knowledge, Education, and Development), a student involvement and leadership program for residential first-year students; the co-op program; internships; and leadership seminars.
  Progress measured by increased number of strategies implemented and increased number of students involved.

- Implement strategies to improve students' civic engagement and service learning opportunities, such as the American Democracy Project; the creation of learning communities for faculty to focus on integrating civic engagement in teaching, research, and service; and the American Jury Project.
  Progress measured by increased number of strategies implemented and increased number of students involved.

- Enhance the accessibility of professional degree/certification programs that prepare students in areas such as education, health, safety, and business in EKU's service area by offering more baccalaureate degree programs at extended campus sites and assigning full-time faculty to those sites.
  Progress measured by increased number of programs offered at extended campus sites and increased number of faculty assigned to extended campus sites.

Kentucky State University will:

- Increase emphasis on the already successful career placement office to fulfill the university's objective of securing meaningful employment for graduates.
  Progress measured by increased number of students

served and increased number of graduates securing employment.

- Involve KSU students in university activities that provide meaningful opportunities for practical application of student coursework through activities such as service learning and internships.
  Progress measured by increased percent of students participating in service learning and internships.

- Expand current service learning and community service opportunities so they become a more significant component of student performance.
  Progress measured by increased percent of courses incorporating service learning and community service opportunities for students.

Morehead State University will:

- Enhance academic programs by utilizing outcome assessments and measures of in-state career placement.
  Progress measured by increased performance on outcome assessments and in-state career placement measures.

- Increase service learning, cooperative education, and internships to provide experiences relevant to the needs of the Commonwealth.
  Progress measured by increased participation and number of experiences.

- Expand access to state-of-the-art technology that can enhance student learning throughout the academic curriculum.
  Progress measured by completion of an assessment of the impact of technology on student learning.

- Provide students a wide array of civic and service learning opportunities throughout the region served.
  Progress measured by increased number of students who participate in civic and service learning opportunities.

- Maintain the highest level of accreditation or certification appropriate for each academic program.
  Progress measured by the monitoring of accreditation or certification of academic programs.

Murray State University will:

- Place more emphasis on accountability through assessment by implementing a comprehensive Student-Learning Outcomes Assessment program and goals-based strategic planning process; establishing an office of planning and assessment; creating a faculty

committee to supervise the development of assessment plans and action in each major; devising an assessment plan, including faculty development, processes, and procedures for assessment; and planning and executing workshops to strengthen faculty and staff expertise in assessment.
  Progress measured by increased number of accountability measures implemented and increased number of workshops given.

- Create greater awareness and emphasis upon the characteristics of the Murray State University graduate.
  Progress measured by the establishment of an assessment plan for the characteristics of the Murray State University graduate.

- Collaborate with faculty, staff, and administration to establish institutional goals, action steps, and indicators of success for 2005-06.
  Progress measured by the documentation of goals, action steps, and indicators.

- Review and revise the general education curriculum to better serve our students and prepare them to be productive and engaged citizens through a collaborative effort between a broad-based commission on general education that includes members of the K-12 community and alumni.
  Progress measured by revisions to the curriculum and completion of an assessment to determine how the general education curriculum is better serving and preparing students to be more engaged citizens.

Northern Kentucky University will:

- Provide students with opportunities to apply their classroom learning to the real world through active involvement in basic and applied research.
  Progress measured by increased number of students participating in the Celebration of Student Research (at least 350); increased number of students receiving research grants (at least 40); and increased financial support for grants to students (to $52,000).

- Provide students with opportunities to apply their classroom learning to the real world through courses that incorporate service learning.
  Progress measured by development of an infrastructure for supporting service learning by creating a new staff position, director of service learning; the addition of at least two workshops to help faculty better understand the advantages of service learning, as well as the nuts and bolts of implementing it.

- Provide students with opportunities to apply their classroom learning to the real world through internship and co-op experiences.
  Progress measured by 5 percent more co-op placements available to and filled by NKU students and the development of a method for tracking internship placements at a universitywide level.
- Encourage student participation in co-curricular clubs and organizations that enhance student development and develop leadership skills.
  Progress measured by increased number of students involved in student organizations (at least 200 more).

Western Kentucky University will:

- Increase student involvement in service learning, volunteerism, study abroad, problem solving/applied research projects, civic engagement, and other initiatives that enhance student learning, contribute to the development of social responsibility and citizenship, and develop students' breadth, confidence, and competitiveness in the workplace.
  Progress measured by increasing on-campus, project-based internships by 75 percent; involving an average of 830 students per year in the Dynamic Leadership Institute; increasing the number of students enrolled in the Leadership Studies Certificate program by 40 percent and 30 percent in 2006 and 2007, respectively; increasing student, faculty, and staff volunteer experiences by 15 percent each year through the A.L.I.V.E. Center, the Student Volunteer Bureau, and other recognized campus programs; providing at least 25 new programs concerning diversity understanding, awareness, and appreciation; and increasing National Survey of Student Engagement (NSSE) scores for WKU seniors on the measures relating to service learning and engagement.

- Strengthen the global dimension of the curriculum and students' educational experiences through increasing the international presence of faculty and students, increasing international study opportunities, and expanding interaction among domestic and international students on campus.
  Progress measured by increase of 20 percent in the number of international students over three years.

- Utilize the academic program review process to ensure academic program quality throughout the curriculum, including core arts and humanities areas essential to enhancing quality of life.
  Progress measured by the completion of an academic program review of all academic majors over a six-year cycle.

University of Kentucky will:

- Create and sustain mission-driven, high-quality academic programs that are relevant to Kentucky's workforce needs and ensure individual program and institutional accreditation. To promote continuous improvement, UK has implemented a Quality Enhancement Plan (QEP) funding program. This recurring source of funding for student learning assessment and improvement promotes an ongoing, systematic approach to quality enhancement, supporting improvement initiatives identified as a result of program review. In 2005-06, UK has seven QEP projects underway.
  Progress measured by the documentation of the successful completion of external accreditation reviews, as well as institutional program reviews and related QEPs that provide evidence of improved student learning.

- Advance curricular reform and innovation in the university's general education program, the Honors Program, the Writing Program, and across all baccalaureate programs. UK's academic programs maintain and improve quality through ongoing, systematic program review and related QEP projects. In 2004-05, the University Studies Program (general education at UK) completed a self-study and review by an external committee. The review was extended into 2005-06 to engage the entire campus in responding to and refining the initial recommendations of the USP self-study and review committee with the goal of achieving significant reform of UK's general education program. The current timeline calls for the reform initiative to be completed in 2006-07.
  Progress measured by the successful implementation of the USP reform project and others of significance at the undergraduate level and documentation of improved student learning.

- Create and sustain living-learning communities for first-year students that offer opportunities for residence-based education emphasizing inquiry-based learning, multifaceted student-faculty interactions in and out of class, community building and community service, and experiential learning. UK has developed living-learning communities to respond to students' perceptions that the campus climate is too big, impersonal, and uncaring. Living-learning communities help establish a small school atmosphere within the broader context of a large research university. For the 2006-07 academic year, UK plans to introduce living-learning communities on the themes of women and

men in the 21st century and sustainability. The assessment component will include both the gathering of quantitative data through survey research and qualitative measures gleaned from focus groups. *Progress measured by the tracking of fall 2005 participants (N=110) on measures of student satisfaction, academic achievement, and retention, as well as the time to graduation.*

- Further internationalize the educational experience through curriculum development and scholarships for study abroad, international research and service activities, and international student recruitment to ensure success in a global society and workforce. *Progress measured by increased study abroad experiences, international student enrollment, and the implementation of the international studies degree program.*

University of Louisville will:

- Improve the quality of student learning by revamping the summer orientation program to promote student awareness of the full range of activities offered on campus (academic and cultural experiences, intramural sports, Greek life, and more than 200 recognized organizations); align summer orientation programs with the university's freshman invitation event and academic orientation during the fall semester; extend into the Louisville Metro community to encourage student engagement and civic involvement; maintain e-mail contact with entering freshmen through the Blackboard course management system; and provide continuing support for new student initiation to the campus community. *Progress measured by increased participation in campus organizations and community activities.*

- Offer advising and initiation activities for entering students by including academic orientation courses and programs that acquaint students with the university's identity as a place of instruction and research; creating the position of director of university advising practice to work with the undergraduate units to develop consistent practices; creating two councils to assist with communication and consistent advising practice among the undergraduate units: (1) the Advising Center Directors' Council to consist of the director or assistant dean of advising/student services of each undergraduate unit and (2) the University-Wide Advisors' Council (UWAC), to consist of advisors representing six of the undergraduate units; establishing a university advising mission and vision for each unit; developing student learning outcomes for academic advising for freshmen through seniors; developing

online modules for all first-year students to enable them to learn about technology, academic information, social and personal development, general education, academic resources, and faculty expectations; and making a master advisor certification program available for academic advisors. *Progress measured by increased number of advising and initiation activities for entering freshmen; the hiring of a qualified director of university advising practice; the creation of two councils; the creation of an advising mission and vision for each unit; the creation of student learning outcomes; increased number of online modules developed; and the creation of a master advisor certification program.*

- Increase research opportunities for undergraduate students. *Progress measured by increased number of undergraduate students involved in research and/or creative activity in collaboration with faculty at the current rate.*

Kentucky Community and Technical College System will:

- Establish systemwide and college-specific performance measures and targets as part of the KCTCS 2006-10 strategic plan. These measures will increase system and college accountability for the performance of demographic and geographic student subgroups. *Progress measured by regular progress reports issued to the Board of Regents and the President's Leadership Team on each performance target.*

- Implement systemwide administration of the Community College Survey of Student Engagement. *Progress measured by increased student engagement.*

- Track student preparation by comparing transfer student success with native student success. *Progress measured by improved end-of-course employability and technical competencies and more performance information on students transferring to four-year institutions.*

- Participate in the Kentucky Campus Compact (KyCC) along with the four-year institutions. *Progress measured by the development of a credit course on civic engagement and a leadership program for KCTCS students and the creation of systemwide workgroups through the chancellor's office.*

Kentucky's nonprofit, independent colleges and universities will:

- Prepare students for life and work by emphasizing internships and career placement in the context of the traditional liberal arts education. Sector-wide initiatives include a shared job and internship fair and greater promotion of internship opportunities.
  Progress measured by increased number of and participation in internships and career placement services.

- Emphasize foreign languages, study abroad, and international education to prepare students for an increasingly global economy. Campus-specific and sector-wide collaborative programs include an international faculty development trip and shared international student recruitment.
  Progress measured by increased number of and participation in study abroad and international education programs; increased international enrollment.

Are Kentucky's people, communities, and economy benefiting?

- Overview
- State Indicators
- Institutional Indicators
- State Initiatives
- Institutional Initiatives

Question 5: Are Kentucky's people, communities, and economy benefiting?

Postsecondary education can and must play a central role in transforming Kentucky's economy and quality of life. Through expanded research and development, utilization of faculty member and staff expertise, and the commercialization of research, colleges and universities spur economic growth and development. But just as importantly, postsecondary education produces individuals committed to the social and cultural welfare of their communities. The Commonwealth needs globally competitive companies that invest in individuals and communities in every region of the state. Also needed are citizens and communities that embrace art, literature, music, dance, and theater, because they reflect and enrich the spirit of Kentucky's people. Postsecondary institutions must do their part by being good "stewards of place," working with community leaders to advance economic, social, and environmental progress.

Kentucky needs better jobs and a workforce with the knowledge and skills to fill them. Otherwise, the House Bill 1 goals of higher per capita income and an improved standard of living cannot be met. In addition to measuring the economic impact of Kentucky's postsecondary institutions, the revised questions better incorporate institutions' responsibility to serve as stewards of place.

## Question 5 - State Key Indicators

Two types of measures will help gauge success – economic development and community service. Economic development includes measures such as research and development expenditures, job training programs, and business start-ups. Community service indicators include staff and faculty community involvement, school community service projects, and programs that bring the expertise of faculty to bear on issues of regional and statewide importance.

This expansion to include measures of stewardship of place puts Kentucky once again on the forefront of institutional accountability. The Carnegie Foundation for the Advancement of Teaching, the non-profit organization that runs the classification system of colleges and universities, is currently in the process of developing a new level of institutional classification based on community engagement. Because of Carnegie's efforts, the indicators that deal with community service will be further developed in conjunction with these national standards and are presented in this year's accountability report as conceptual placeholders.

Research and Development Per Capita

This indicator measures the total research and development activity of the postsecondary system relative to the size of the state as well as the funds that colleges and universities contribute to the state's economy. This federally derived measure provides comparison with other states, especially Kentucky's economic competitors. Extramural research and development includes state, federal, and corporate research investments.

Figure 5.1 Extramural Research and Development Expenditures per Capita
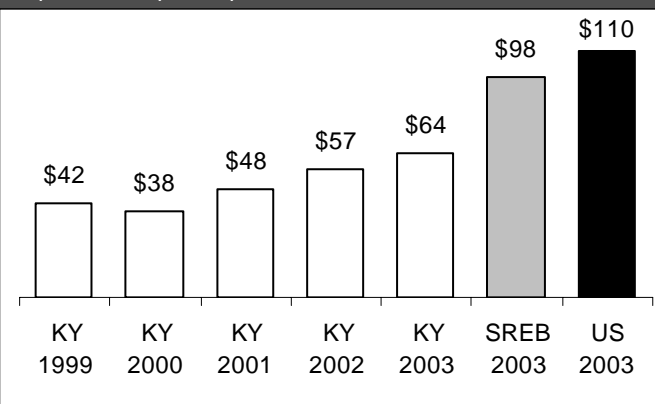
Source: National Science Foundation

Highlights

- Statewide extramural research and development expenditures per capita increased by 12 percent to $64 in 2003 compared to $57 in 2002 (Figure 5.1).
- Kentucky significantly trails both the SREB average ($98) and the US average ($110).
- Kentucky has made some progress on this indicator over the last four years with a four-year percentage change of 54 percent, versus 40 percent and 36 percent for SREB and the US, respectively.

College Graduates Remaining in Kentucky to Live or Work

The Council proposes to regularly measure the extent to which the state benefits from its investment in postsecondary education when its college graduates remain in Kentucky and contribute to the life and economy of the state. The indicator will track the percent of graduates of Kentucky postsecondary institutions living or working in the Commonwealth five years after graduation. It is based upon merged data from the Council, the Kentucky Department of Employment Services, and the Kentucky Division of Driver Licensing.

Highlights

- The data highlighted below are from a study conducted in 2000 and will serve as the baseline for future comparisons (Figure 5.2).
- In 2000, approximately three out of five college graduates were working in Kentucky five years after graduation, while 73 percent had a Kentucky driver's license.
- Certificate and associate level degree holders were most likely to remain in Kentucky, whereas, students who received doctoral degrees and first-professional degrees were least likely to remain.

Figure 5.2 Graduates From Kentucky Public Postsecondary Institutions Five Years After Graduation
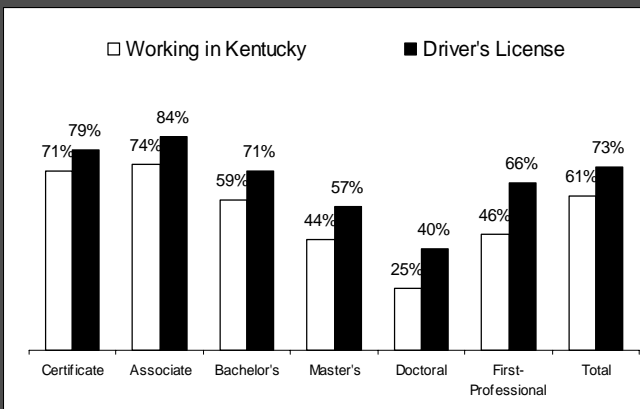
Source: CPE Comprehensive Database, KY Unemployment and Driver's License Data

Degree and Other Credential Production in Focus Fields

Graduates in "new economy" fields are vital to Kentucky's efforts to bring high-value jobs and industries into the state. Focus fields will include degrees and other credentials conferred in sciences, technology, engineering and math—the "STEM" fields, as defined by the federal Department of Energy's Experimental Program to Stimulate Competitive Research (EPSCoR). Please refer to Table 5.1 on page 68.

Highlights

- Kentucky's public four-year and two-year colleges and universities produced 12,442 STEM degrees and credentials in 2004-05, an increase of 14 percent from 2003-04.
- Three out of five of the degrees were in health (54 percent) or psychology (7 percent), 15 percent were in engineering, and 7 percent were in computer and information technology.
- Systemwide, STEM degree and credential production increased 73 percent since 2000-01, exceeding the

overall growth rate of degrees and credentials conferred.

Workforce Training and Assessment

Workforce training is a vital service that institutions provide to employees and employers in their communities, and one that has a direct impact on economic development. This indicator measures participation in workforce training and assessment programs at KCTCS and Kentucky Adult Education, the organizations that have primary responsibility for workforce training. This indicator includes participation in KCTCS credit and noncredit workforce enrollment, fire/rescue training and employment assessments, and KYAE Workforce Projects, Workforce Alliance, and workforce assessments.

Highlights

- KYAE and KCTCS reported a combined 241,004 statewide workforce training and assessments in 2003-04.
- KYAE reported approximately 16,000 Workforce Alliance participants and over 21,000 workforce project participants for a combined 64 percent increase over the previous year.
- KCTCS reported approximately 112,000 workforce training enrollments and attendance in 2003-04 and another 78,000 in assessments, both significant increases from the prior year.

Question 5 - Institutional Key Indicators

Extramural Research and Development Funding

Extramural research and development expenditures from federal and all other outside sources reflects an institution's potential for economic development and measures the positive economic impact this research activity has in its community. Please refer to Table 5.2 on page 69.

Highlights

- Extramural research and development expenditures increased 12 percent systemwide to $263 million compared with $234 million in 2003.
- University of Kentucky increased funding by 15 percent to $187 million in 2003, up from $162 million in 2002. University of Louisville reported an increase of 8 percent, with $62 million in total extramural research and development expenditures.
- Over the last three years, the system has increased its extramural research and development expenditures by 59 percent (see Table 5.2).

Table 5.1 STEM Degree/Awards in 2004-05

STEM Area	EKU	KSU	MoSU	MuSU	NKU	WKU	UK	UofL	KCTCS	Total	4 Yr % Change
Agriculture	35		32	98		86	199		173	623	41%
Natural Resources	18			8	6		38		18	88	0%
Communications Tech	*			9					109	123	
Computer and Info Sci	21	24	10	60	41	105	112		553	926	147%
Engineering	9	*		15		30	420	390		868	11%
Engineering Tech	80	*	75	136	84	50		43	560	1,033	110%
Biological & Biomedical Science	63	15	61	48	32	74	218	182		693	17%
Math and Statistics	10	6	8	11	18	33	79	36		201	23%
Military Technologies											
Physical Sciences	30	*	13	29	27	32	62	58		254	18%
Science Technologies									10	10	150%
Psychology	118	17	34	38	90	135	227	217		876	26%
Health Professions	533	47	118	169	269	399	640	433	4,139	6,747	101%
Academic Year 2004-2005	922	121	351	621	567	944	1,995	1,359	5,562	12,442	73%
Academic Year 2003-2004	820	113	290	621	475	896	1,939	1,241	4,516	10,911	
1 Yr % Change	12%	7%	21%	0%	19%	5%	3%	10%	23%	14%	
4 Yr % Change	12%	16%	33%	2%	28%	35%	1%	9%	435%	73%	

Less than 6, number not reported
Source: CPE Comprehensive Database

Business Start-Ups

To encourage and reward Kentucky's research universities in their vital entrepreneurial role, this indicator measures the number of new and continuing companies spun off from university research and commercialization. This indicator tracks the number of new business start-ups dependent on the licensing of an institution's technology with their primary place of business in Kentucky, based upon survey results from the Association of University Technology Managers (AUTM).

Highlights
- According to the most recent AUTM survey results (2003), both the University of Kentucky and the University of Louisville had one new start-up company with its primary place of business in Kentucky. These are businesses that were dependent upon the licensing of the institution's technology for initiation. In 2003, the University of Kentucky reported 21 and the University of Louisville reported three.

Educational and Service Agreements

Faculty and staff members often provide invaluable service to their communities through contracts and formal agreements that are not typically captured by traditional research measures. This indicator is still being developed and will likely incorporate measures into a new, yet to be released, classification scheme based on community engagement by the Carnegie Foundation for the Advancement of Teaching. Community engagement is defined as the exchange of knowledge and resources between postsecondary education institutions and their larger communities for mutual benefit. This new indicator is intended to reflect the number of formal agreements in support of educational, applied research, or consultative services to businesses, entrepreneurs, P-12 education, government and community groups, or the dollar amount of these agreements.

Community Involvement

The formal participation of faculty and staff members in community organizations is an important way in which institutions contribute to their local communities and regions. This indicator also is being defined in conjunction with the Carnegie's efforts to develop a classification based on community engagement. It is intended to measure the number of faculty and staff members engaged in community projects as extensions of their university roles, such as board members and volunteers, among others.

Northern Kentucky University, due to its leadership in community engagement, has been one of the pilot institutions for Carnegie community engagement initiative. Highlighted below is a sample of the type of data NKU has begun to collect, which will likely serve as an example of

Table 5.2 Extramural Research and Development Expenditures (in $ thousands)

Institution	2000	2001	2002	2003	1 Yr % Change	3 Yr % Change
EKU	$307	$318	$376	$462	23%	50%
KSU	$2,354	$3,996	$6,188	$6,395	3%	172%
MoSU	$869	$976	$1,084	$1,094	1%	26%
MuSU	$1,250	$1,390	$1,307	$1,801	38%	44%
NKU	$58	$57	$48	$275	473%	374%
WKU	$3,157	$3,670	$4,644	$3,734	-20%	18%
UK	$116,444	$150,713	$162,441	$187,028	15%	61%
UofL	$30,615	$34,314	$57,992	$62,515	8%	104%
Total	$155,054	$195,434	$234,080	$263,304	12%	59%

Source: National Science Foundation

the information collected and used to assess performance for future reports. It is based upon survey responses from 442 full-time faculty members and 60 director-level (or higher) staff during the 2004 calendar year. They constitute 78.2 percent of the group that was asked to respond. While this is an extraordinarily high response rate, it does not represent all faculty or all staff. Thus, the figures in Table 5.3 below are underestimates. The faculty and staff reported serving in more than 1,000 ways.

Looking only at the individual faculty/staff projects (those resulting from faculty or staff initiative that are not dependent on any program, department, or university support beyond base salary) and the institutional projects (those for which a department, program, or college has

assumed ownership and has committed sponsorship or support), NKU found 541 such endeavors. They can be categorized into 11 strategic areas noted in Table 5.4.

Table 5.3 NKU Faculty and Staff Community Engagement

Category	Number
Boards, committees, and commissions	330
Individual projects	278
Institutional initiatives	263
Experiential learning	152
Total	1,023

Source: NKU Faculty and Staff Survey, 2004

Table 5.4 NKU Faculty and Staff Community Projects

Strategic Area	Number
P-12 education	208
Economic development	18
Government	12
Health care	21
Environment	19
Arts	57
Public knowledge	74
Professional development	43
Social services	26
Other nonprofits	26
Other	37
Total	541

Source: NKU Faculty and Staff Survey, 2004

Question 5 - Council or State Initiatives to Be Implemented During 2005-06

The following Council or statewide initiatives are intended to move the Commonwealth forward on Question 5 during 2005-06.

To stimulate economic development, the Council will:

- Continue to work collaboratively with the Kentucky Science and Technology Corporation (KSTC) to manage a series of pre-seed and seed stage capital funds aimed at promoting and developing early stage technology companies in Kentucky. These funds currently distinguish knowledge-based economy initiative programs and activities into four categories: Rural Innovation, Research and Development, Commercialization, and KY EPSCoR.
  Progress measured by increased number of applications, awards, new companies formed, new jobs created, return on investment, patents, and invention disclosures.

- Continue to develop the Connect Kentucky Research Link. This is a searchable collection of Kentucky's publicly funded research intended to facilitate research-based economic development within the Commonwealth of Kentucky, allow all interested parties to easily access and track existing research projects, and enable the Commonwealth to benchmark its research successes continually and assist in identifying potential future research endeavors.
  Progress measured by increased number of hits, satisfaction of users, and utilization of proposed enhancements.

- Continue to work on the Statewide Public Health Strategy for Education and Research developed by a Public Health Advisory Committee. The plan includes creation of an accredited program of public health at EKU and a school for public health at UofL. The new program and school are complimented by the existing program at WKU and the newly accredited college for public health at UK.
  Progress measured by the development of an online, modularized curriculum that can be accessed by graduate students and by the public health workforce professional development participants presently employed by Kentucky Department of Public Health; completion of UofL and EKU's accreditation processes; increased numbers of students enrolled in the core curricula at each of the institutions and online; and increased research funded through training and

other grants to support the state's strategic plan.

- Continue to implement the statewide engineering strategy, a long-term, comprehensive plan to increase the number of baccalaureate engineers in Kentucky. Joint baccalaureate programs have been successfully established and students and graduates are now being tracked for placement and success in the new programs.
  Progress measured by placement of graduates in Kentucky engineering positions and increased numbers of engineering graduates produced.

- Continue to administer the Research Support Funding Program, the Regional Stewardship Funding Program, and the Workforce Development/Transfer Program.
  Progress measured by increased investments in research at UK and UofL; increased engagement in communities by comprehensive universities; increased scholarships for students enrolling in STEM disciplines; and increased investments in workforce education and transfer programs at KCTCS.

To enhance workforce training and assessment, the Council will:

- Via the Workforce Alliance - which represents KYAE, CPE, the Kentucky Community and Technical College System, and the Cabinet for Economic Development - provide a responsive, coordinated system to leverage new and existing resources to maximize the number of adults and employers served. Through the Workforce Alliance, KYAE funds basic skills training for incumbent and prospective employees.
  Progress measured by increased number of enrollments in Workforce Alliance projects.

- Via KYAE programs, provide instruction to prepare adults to take the ACT WorkKeys assessment for the Kentucky Employability Certificate (KEC), a standardized credential that validates reading, math, and locating information skills for specific occupations.
  Progress measured by increased number of KYAE students earning KECs.

- Via KYAE programs, provide targeted instruction for the Kentucky Manufacturing Skills Standards (KMSS) assessment, which is based on the academic, employability and occupational skills identified by industry as necessary for manufacturing employment.
  Progress measured by increased number of KYAE students earning the KMSS.

- Via KYAE, continue to lead the development of e3.ky.gov, an Internet-based searchable database to connect employers to Kentuckians with GEDs, certificates, licenses, and degrees. This database will also provide aggregate data on the number of individuals with credentials in a variety of geographic and demographic presentations.
  Measures of progress to be determined.

- Deploy two KYAE SkillMobile training centers - featuring a comprehensive selection of curricula, desktop computers, printers, and wireless Internet access - to the workplace to deliver training and education. In FY 05, 1,574 employees representing 38 employers were served through SkillMobile training at the workplace.
  Progress measured by increased number of employees and employers served by the SkillMobiles.

- Via KYVU, continue to provide online professional development training and services to over 2,800 K-12 teachers, 500 early childhood workers and childcare organization directors, state employees, and Kentucky firefighters.
  Progress measured by increased number of learners served.

- Via KYVU, support the online training component required of Kentucky peace officers and telecommunicators through a customized Web site (LETky.org) and track their professional development approval process via LETrack.org.
  Progress measured by increased number of LETky.org enrollees requesting and completing Department of Criminal Justice Training offerings.

- Via KYVU, support the online training of highly vulnerable and underserved workers in the K-12 environment, (e.g., substitute teachers, out-of-state educators who are newly hired in Kentucky schools, emergency-certified teachers, teachers in Title I Improvement Schools, teachers seeking rank change through the Continuing Education Option, educators seeking to improve their technology skills in instruction, educators seeking principalship status who cannot attend face-to-face study groups or testing, and regularly certified teachers who handle students with special needs).
  Progress measured by increased number of enrollees in KyEducators and teachers in KYVU4K12 who meet these target criteria.

- Via the KYVU4K12 and KYVAE initiatives, include processes that require partnerships in the local communities to raise awareness and provide access to needed resources for enrollees.

Progress measured by increased number of public librarians included in KYVU4K12 orientations; increased number of businesses and non-government organizations included in KYVAE and KYVU4K12 as Internet access points for students; increased number of teachers/parents in KYVU4K12 enrolled in KyEducators offerings; and increased number of KYVAE students who earn gold or silver KY Employability Certificates and then enroll in KYVU higher education degree programs.

- Support, through KYVU, the creation of high quality online degree offerings across state, national, and international providers for credential production in CPE's focus fields. KYVL provides services to all 116 public libraries.
  Progress measured by increased number of new partnership agreements supported by KYVU services that create academic and professional development opportunities in focus fields; increased amount of grant dollars earned by KYVU/VL participation in research and development partnerships, and increased amount of the KYVU revolving loan fund utilized for high demand programs and courses specific to focus fields.

- Support and expand KYVL services provided to all 116 public libraries in the state.
  Progress measured by increased number of services provided and increased number of users.

- Continue work with the Internet2 project (http://internet2.edu). Council staff, with help from the University of Kentucky, has implemented the Sponsored Education Group Participants program to extend Internet2 connectivity to the comprehensive universities, schools, and the Education Cabinet. At least four pilot sites will be implemented this next year in Frankfort, Louisville, Letcher County, and northern Kentucky.
  Progress measured by successful implementation of the pilots, increased number of applications used, and increased number of connections between school districts with broadband access and neighboring postsecondary institutions to access Internet2.

Question 5 - Institution Initiatives to Be Implemented During 2005-06

The following initiatives are planned in 2005-06 to move institutions forward and support Question 5 of the Public Agenda.

Eastern Kentucky University will:

- Increase external funding that supports regional stewardship and applied research, including collaborative

efforts with educational institutions, businesses, communities, and government entities that contribute to economic and technology growth.
Progress measured by increased level of external funding.

- Increase the number of clients served through outreach activities that benefit community and/or economic development provided by the Center for Economic Development, Entrepreneurship and Technology, the Small Business Development Center, Continuing Education and Outreach and extended campuses, Justice and Safety Center, Training Resource Center, Center for Criminal Justice Education and Research, and other EKU centers and programs.
Progress measured by increased number of clients served.

- Expand the number of Regional Innovation Centers operated by EKU in partnership with the Department of Commercialization and Innovation in the Cabinet for Economic Development, subject to available funding.
Progress measured by increased number of RI Centers.

- Open a Richmond campus-based business development incubator in 2006 to support and grow new businesses, subject to available funding.
Progress measured by the opening of the incubator.

- Develop a new degree program in homeland security in the College of Justice and Safety.
Progress measured by the development of the program and enrollment in and quality of the program.

Kentucky State University will:

- Expand extension services to more counties in the Commonwealth. An example of this expansion is taking the "Third Thursday" program to the farmers in the state, along with maintaining the existing program at the KSU farm. The "Third Thursday" program is designed to provide farmers training and informational briefings for enhancement and implementation of farm-related opportunities for this industry.
Progress measured by the extent to which expansion occurs.

- Make KSU facilities available for recreational, cultural, and other activities undertaken by the Frankfort/Franklin County area, as well as the surrounding counties, and encourage KSU employees to contribute to the various activities of the community.

Progress measured by increased use of KSU facilities by the community and increased number of KSU employees involved in community activities.

- Offer expertise and assistance to county and state government officials in their efforts to lure new industries to the region and state.
Progress measured by increased assistance provided and development of relevant training for the particular industry.

Morehead State University will:

- Optimize economic development by developing a business incubator program to support entrepreneurial activity, including high-tech businesses linked to the university's Space Science Center, and enhancing accessibility and utilization of the Small Business Development Center.
Progress measured by the development of the incubator program.

- Partner with local government agencies and the Center for Rural Development to establish a CenterNet facility for the community.
Progress measured by the creation of the facility.

- Organize an internal support infrastructure for regional stewardship activities and services available through the university.
Progress measured by increased coordination, promotion, and access to university stewardship activities and services.

- Support tourism efforts.
Progress measured by the implementation of cultural heritage programs and the exploration of a potential academic program in tourism development.

Murray State University will:

- Increase awareness and participation in civic engagement among students.
Progress measured by increased grant applications to enhance the institution's existing service learning initiatives; the creation of a Center for Service Learning and Civic Engagement; increased level of engagement across campus; the expansion of the model of the Service Learning Scholars program beyond campus through presentations, workshops, and articles; and advancement of the American Democracy Program and other initiatives focused on social responsibility and volunteerism.

- Place more emphasis on the role of the institution to stimulate and enhance economic opportunities in west Kentucky.
  Progress measured by increased number of activities aimed at stimulating economic development.

Northern Kentucky University will:

- Support regional economic development through the work of the associate provost for economic initiatives who will work with the business community.
  Progress measured by the deployment of four projects with regional businesses and NKU faculty and students with the overall purpose of business development and growth for the Northern Kentucky region; the submission of six state and federal grant proposals (totaling at least $4 million) targeted to support both projects, and increased sustainable technological resources needed to positively affect regional economic development.

- Model good regional stewardship through active participation in Vision 2015, the northern Kentucky regional visioning process.
  Progress measured by increased technical expertise provided to each of the five action teams associated with the process, increased participation on the steering committee and the leadership committee, and the completion of the Vision 2015 project with the community.

- Assist and support community decision makers (P-12, local government, and nonprofit) by providing academic expertise and services that contribute to capacity building.
  Progress measured by a three percent increase in the number of projects and services provided, from 871 in 2004-05 to 900 in 2005-06.

- Extend "Making Place Matter," a regional stewardship initiative, by aligning the university to support this work.
  Progress measured by the identification of a process for increasing the university's alignment for public engagement, the completion of an alignment plan, and the execution of at least one event to promote the alignment initiative.

- Stage visual and performing arts performances and demonstrations for P-12 students and adults, particularly in communities with limited access to the arts.
  Progress measured by an increase in the number of students served in ArtReach performances (from 2,538 students in 2004-05 to 3,000 students in 2005-06); an increase in the number of elementary stu-

dents attending Sprit Day(from 615 students in 2004-05 to 1,115 in 2005-06); and the sponsorship of a community concert involving NKU and a regional high schools.

Western Kentucky University will:

- Support economic development, community advancement, and workforce needs through increased partnerships with other educational institutions (including P-12 schools), community agencies, government, business, and industry. This includes initiatives such as the regional Innovation and Commercialization Center that support entrepreneurship, assist in the development of successful new economy businesses, and attract highly educated adults to the state.
  Progress measured by increased number of partnerships with P-12 schools or institutions, increased number of companies recruited into the WKU Small Business Accelerator, and increased number of jobs generated by the Center for Research and Development.

- Increase contract and grant activity that engages WKU faculty and students in research and service activities that contribute to economic development, advancement of learning, and the quality of life of the community and its citizens.
  Progress measured by increased number of grants and contracts generated through the Applied Research and Technology Program.

- Expand community outreach opportunities in creative and accessible ways that address the needs of diverse constituencies served by the university.
  Progress measured by gains in student achievement in the following learning outcomes: (1) students will demonstrate greater capacity to apply knowledge and training to address relevant concerns in community or society; (2) students will demonstrate greater respect for diversity of peoples, ideas, and cultures; and (3) students will demonstrate greater awareness of their opportunities as responsible citizens living and working in a global society.

University of Kentucky will:

- Recruit and retain faculty with nationally prominent and externally funded research programs. Such faculty enhance research funding and productivity, improve undergraduate and graduate education, attract more qualified students, and promote community and economic development. Distinguished professors are the cornerstone of a successful university research program. Through the Research Challenge Trust Fund (RCTF) program, UK has been able to recruit a

quality faculty that can compete successfully for additional research dollars.
Progress measured by increased number of chairs and professorships established and filled; and increase in the research productivity attributed to the RCTF faculty.

- Expand the outreach component of research, increasing the efficiency and impact of faculty work through programs like the Commonwealth Collaboratives, Partnership Institute for Math and Science Education, the statewide Kentucky Cooperative Extension Service, the Collaborative Center for Literacy Development, the Kentucky Consortium for Applied Research and Treatment, and similar programs.
Progress measured by highlighting recent activity for a selected outreach program. For example, in 2005-06 UK formalized a new engagement initiative—the Commonwealth Collaboratives—to emphasize the importance of faculty and staff involvement in finding solutions to the persistent problems that threaten the health and well-being of Kentuckians. An initiative designated as a Commonwealth Collaborative receives a funding enhancement from the university to support its work. In 2005-06, there are 24 Commonwealth Collaboratives addressing Kentucky's priority needs in health care, economic development, education, the environment, and quality of life. Markers of progress will be determined for each one during the current year.

- Respond to changes in national research priorities and opportunities, including homeland security, the National Institutes of Health Roadmap, the National Nanotechnology Initiative, and others. As an example of its efforts to implement this priority, UK recently announced $4.9 million in awards from the Institute for Hometown Security, including projects from areas of materials science to agriculture.
Progress measured by increased extramural funding awards in areas that have emerged as national research priorities.

- Develop and maintain critical clinical programs in specialized areas of need in central, southern, or eastern Kentucky, while working with local providers to advance the availability of appropriate levels of care in the community in order to keep patients in their own communities whenever possible and move them to Lexington only for advanced subspecialty care. UK HealthCare is pursuing the development of clinical outreach initiatives with community providers across a number of disciplines, including cardiology, oncology, digestive health, neurosurgery, and general surgery.
Progress measured by increased strength of the community health care providers, clinically and financially,

and increased appropriateness of referrals to UK's academic medical center.

- Implement a facilities master plan for UK HealthCare, including construction of a new patient care facility, enhanced ambulatory facility, combined medical and dental education building, and new research facility with an extensive vivarium. UK HealthCare has initiated planning for revitalization of its facilities within a broad context, not just planning for a new hospital facility but also for the health care delivery systems of the future.
Progress measured by actual completion of the phases established in the master facilities plan.

University of Louisville will:

- Build on the achievements of faculty research by developing patents that will yield license and royalty income, as well as provide the basis for commercialization through start-up businesses in the Commonwealth.
Progress measured by the awarding of up to four "proof of concept grants" under a new program that provides pre-seed funding for university projects with commercial promise; the adjustment of start-up company license agreement deal points to retain more value for the university; the achievement more value from UofL technologies by engaging outside experts to provide front-end business analysis on commercial potential, corporate partners, and new research directions to pursue; increased immediate license income by focusing on finding and licensing both software and research materials; and the division of the Office of Technology Transfer into two core functional units, "business" and "service," to allow for professional expertise and specialization that will enhance service levels.

- Increase continuing education programs to provide for the "just in time" needs of people, businesses, and communities. The Delphi Center for Teaching and Learning, Continuing and Professional Development will continue to offer public professional development seminars and in-house programs.
Progress measured by increased number of Delphi's programs and participants by offering two new programs based on previous assessment and feedback, nine new courses, and two new certificate programs by spring 2006.

- Implement a signature partnership initiative that will engage faculty and students in multi-disciplinary academic, research, and service activities designed to reduce social and human disparities in the areas of education, health, economic development, and hu-

man and social services. The university will work with and engage community partners to enhance existing programs and/or create new programs designed to address specific disparities in the targeted community.
Progress measured by recruiting 200 volunteers to participate in Every 1 Reads program at three elementary schools in the target (West Louisville) area and establishing five major interdisciplinary collaborations as pilots for the signature partnership strategy.

Kentucky Community and Technical College System will:

- Expand use of employability certificates and occupation-specific certifications and credentials by students and workers.
  Progress measured by increased number of certificates awarded.

- Create additional state, regional, national, and international partnerships to provide linkages between KCTCS and employers, public and private training providers, and skilled workers.
  Progress measured by increased train-the-trainer mechatronics instruction for KCTCS faculty at the Siemens Academy (Berlin) and increased number of partnerships to provide training for the North American Racing Academy.

- Expand and enhance the Workforce Investment Network System (KY WINS) through new and innovative linkages among business and industry partners and state and local economic development agencies and organizations. KCTCS will partner with the Eastern Kentucky Concentrated Employment Program to use WIA and WINS funding to provide training for business and industry.
  Progress measured by successful benchmarking trips by KCTCS staff to state workforce training programs in North Carolina and South Carolina.

- Expand lifelong learning opportunities through continuing education and professional development programs such as the enhanced New Horizons Conference.
  Progress measured by piloting "Scenarios," a new faculty orientation online program; delivering "best practices" presentations for a systemwide audience of college faculty, staff, and administrators; reinstating a formal "mini-grant" application process for individual faculty support; and piloting a Teaching and Learning Support Services Fellow position.

Progress measured by successful negotiation of an MOA with the Office of Employment and Training and analysis of the matched data set.

Kentucky's nonprofit, independent colleges and universities will:

- Build program capacity and graduate students in high demand areas, like nursing and the health sciences, where there are significant social needs. Many of Kentucky's independent colleges and universities are located in high-unemployment, low-income areas where their employees add valuable community citizen leadership.
  Progress measured by increased number of graduate students in high-demand fields and increased number of students from high-need areas.

- Offer the public free or low-cost use of a number of facilities, including libraries, theaters, athletic facilities, museums and galleries, healthcare clinics, conference centers, technology labs, and television and radio stations.
  Progress measured by increased public use of independent postsecondary facilities.

Are we making progress on the six goals of House Bill 1?
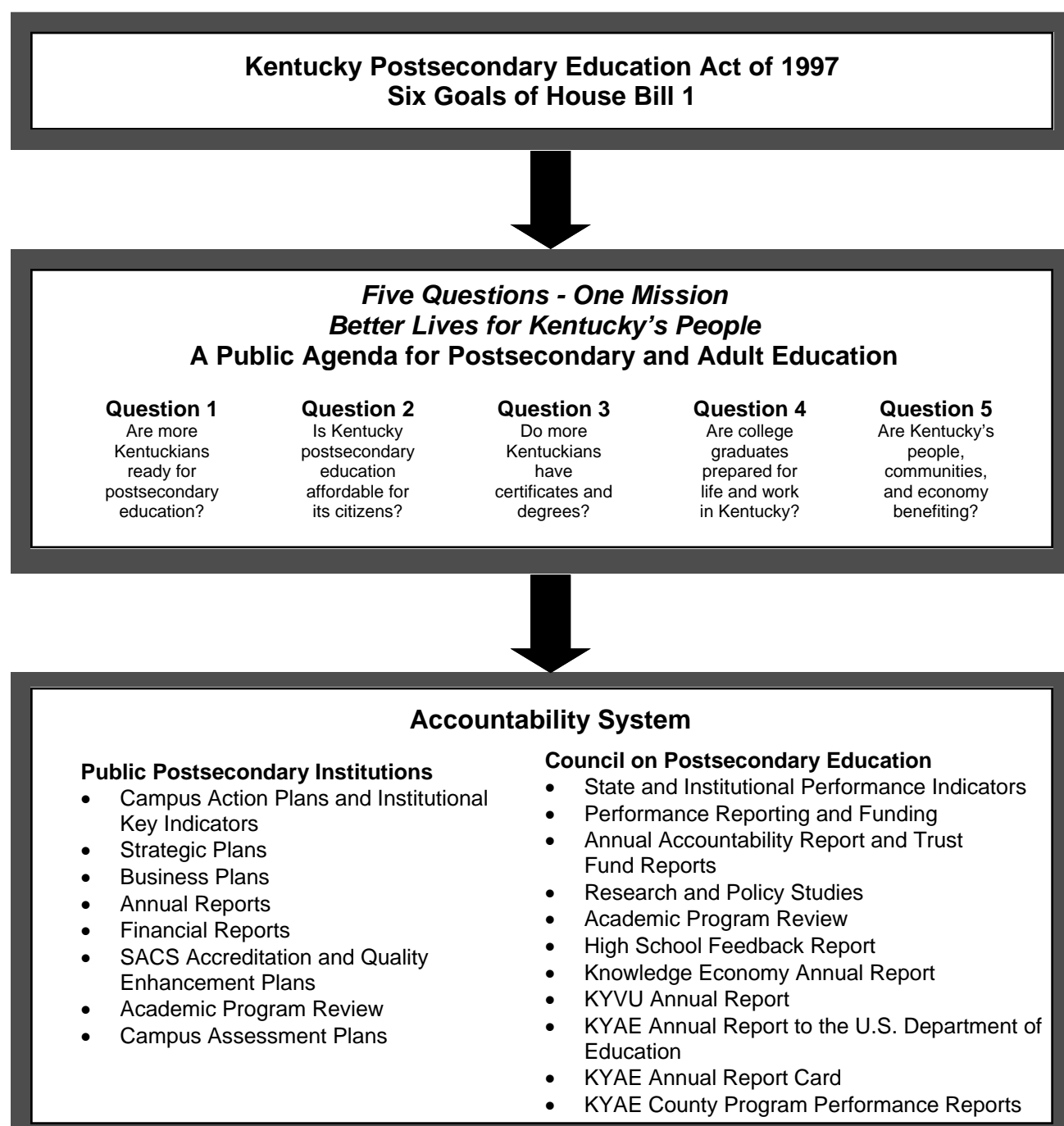
ONE MISSION: BETTER LIVES

- HB 1 and the Public Agenda
- Six Goals of HB 1

In the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1), the General Assembly declared on behalf of the people of the Commonwealth six primary, long-term goals to be achieved by the year 2020. However, HB 1 also called on the Council on Postsecondary Education to adopt a strategic agenda that identifies specific short-term objectives in furtherance of the HB 1 2020 goals. This strategic agenda, commonly known as the Public Agenda, was updated by the Council in 2005, and its five questions are highlighted below.

To track progress and performance on the five questions of the Public Agenda and the six goals of HB 1, the Council uses an accountability system that incorporates key state and institutional indicators, a new performance funding system, campus action plans, and various accountability reports in addition to institutional systems already in place.

In order to clarify the connection between HB 1 and the Public Agenda, a series of tables are included on the following pages that map the various components of HB 1 to specific Public Agenda questions.

Kentucky Postsecondary Education Act of 1997
Six Goals of House Bill 1

Five Questions - One Mission
Better Lives for Kentucky's People
A Public Agenda for Postsecondary and Adult Education

Question 1	**Question 2**	**Question 3**	**Question 4**	**Question 5**
Are more Kentuckians ready for postsecondary education?	Is Kentucky postsecondary education affordable for its citizens?	Do more Kentuckians have certificates and degrees?	Are college graduates prepared for life and work in Kentucky?	Are Kentucky's people, communities, and economy benefiting?

Accountability System

Public Postsecondary Institutions
- Campus Action Plans and Institutional Key Indicators
- Strategic Plans
- Business Plans
- Annual Reports
- Financial Reports
- SACS Accreditation and Quality Enhancement Plans
- Academic Program Review
- Campus Assessment Plans

Council on Postsecondary Education
- State and Institutional Performance Indicators
- Performance Reporting and Funding
- Annual Accountability Report and Trust Fund Reports
- Research and Policy Studies
- Academic Program Review
- High School Feedback Report
- Knowledge Economy Annual Report
- KYVU Annual Report
- KYAE Annual Report to the U.S. Department of Education
- KYAE Annual Report Card
- KYAE County Program Performance Reports

HB 1 Goals 1 and 6

Goal 1: A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.

Goal 6: An efficient, responsive, and coordinated system of autonomous institutions that delivers educational services to citizens in quantities and of a quality that is comparable to the national average.

In contrast to Goals 2 through 5 of HB 1, which focus on specific institutions, Goals 1 and 6 focus on the postsecondary system as a whole. The following table outlines the Council's current and future initiatives (discussed at length earlier in this report), which are designed to achieve the components of Goals 1 and 6. The third column highlights the specific link to one or more of the five questions of the Public Agenda.

Component of Goal 1 or 6	Progress toward Goal 1 and Goal 6	Link to Public Agenda
A seamless, integrated system of postsecondary education	P-16 Councils (state and local) Distance education (KYVU/KYVL, DLAC, UCAN) Advanced Placement and dual credit Kentucky Early Mathematics Testing Program GEAR UP Kentucky Adult education Developmental (remedial) education Transfer agreements	**Q1.** These initiatives help smooth student transition from high school, GED programs, or KCTCS institutions to baccalaureate programs and thus relate to student preparation
Strategically planned	Public Agenda Campus Action Plans State and institution indicators Institution business plans 2020 projections Council policy groups Institute for Effective Governance	The Public Agenda and its component parts fulfill this mandate for a strategically planned system
Adequately funded	Benchmark funding model Funding distribution methodology New tuition policy Past appropriations Funding gap Affordability study	**Q2.** These initiatives relate to maintaining the affordability of postsecondary education, since the amount of funding the system receives affects tuition rates and other factors influencing students' ability to pay
Enhancing economic development and quality of life	Research and development Civic engagement STEM degrees Business start-ups Faculty involvement (stewardship) "Bucks for Brains" Endowment Match Program HB 572 Knowledge Economy Programs	**Q5.** These initiatives promote the personal, community, and economic benefits of postsecondary education
Efficient, responsive, and coordinated system	Performance funding (production and efficiency) NSSE consortium Measuring Up and student learning measures Collaborative initiatives (state and institutional)	**Q4.** These initiatives ultimately ensure—through incentives to promote effective institutional behavior (i.e., cooperation, efficiency, and responsiveness to the public's need for accountability)—that postsecondary graduates receive a quality education
Educational services in quantities and quality comparable to national average	ACT indicators and initiatives Advanced Placement indicators and initiatives Undergraduate and adult education enrollment indicators Initiatives to increase enrollment (GoHigherKy.org, College Access initiative) Kentucky Plan for Equal Opportunities Responsive Ph.D. initiative	**Q3.** These initiatives or indicators revolve around increasing enrollment and degree production to a level comparable to the rest of the nation

THE FIVE QUESTIONS
Q1. Are more Kentuckians ready for postsecondary education?
Q2. Is Kentucky postsecondary education affordable for its citizens?
Q3. Do more Kentuckians have certificates and degrees?
Q4. Are college graduates prepared for life and work in Kentucky?
Q5. Are Kentucky's people, communities, and economy benefiting?

HB 1 Goal 2

Goal 2: A major comprehensive research institution ranked nationally in the top twenty (20) public universities at the University of Kentucky.

In 2004-05, UK initiated a comprehensive planning process to develop a Top 20 Business Plan clearly linked to the goals of HB 1. The plan defines what it means to be a research institution ranked nationally in the top 20 public universities and establishes a simple, but sound, methodology for tracking progress toward the 2020 goal. Additionally, the plan provides straightforward strategies to promote success and a long-term financial plan identifying investments and funding sources needed. The Top 20 Business Plan was finalized and approved by UK's Board of Trustees December 13, 2005.

While the Top 20 Business Plan provides a roadmap for the difficult work to be accomplished, it also provides insight into progress made since the passage of HB 1. Specific connections to the Public Agenda are noted in the second column. Rankings provided in the table below refer to results of the composite score ranking model developed for the Top 20 Business Plan.

Progress toward Goal 2 of HB 1	Link to Public Agenda
UK enrolled 18,732 undergraduates in fall 2005, an increase of 9.9 percent since 1997 and 1.3 percent compared to last year.	**Q3.** Increased enrollment is needed to increase degree production
UK awarded 3,285 bachelor's degrees in 2004-05, an increase of 4.8 percent since 1996-97 and a decrease of 2.6 percent compared to last year. Increasing undergraduate enrollments over the last several years suggest bachelor's degree completions will rise again in the next year or two.	**Q3.** Increases in degree production
The average ACT composite score of first-year students increased to 24.6 in fall 2005, compared to a low of 23.8 in fall 2002 and 24.2 in fall 2004. UK ranked 47th on this measure in 2004-05.	**Q1.** Gauges students' preparation for college
The average high school GPA of first-year students increased to 3.56 in fall 2005, compared to 3.43 in 1997 and 3.53 last year.	**Q1.** Gauges students' preparation for college
The six-year graduation rate fell to 59.6 in 2004 following a record high 61.1 percent in 2003, compared to 48.1 percent in 1997. UK ranked 51st on this measure in 2004.	**Q3.** Gauges student success in obtaining degrees
Doctoral degree production reached a record high in 2004-05, as UK awarded 276 doctorates, compared to 240 in 1996-97. In 2003-04, UK awarded 233 doctorates and ranked 44th among similar institutions. Ranking data are not yet available for 2004-05.	**Q3/Q5.** Increases degree production and supports research mission
UK enrolled 224 postdoctoral scholars in fall 2005, compared to 147 in 1997 and a record high of 295 in fall 2004. With 230 postdoctoral appointments in 2002-03, UK ranked 30th among similar institutions.	**Q5.** Supports increases in research productivity
From 2000 to 2004, UK faculty were cited 42,288 times in publications tracked by Thomson Scientific and published in *U.S. University Indicators*, a database of counts on papers, cites, and impacts for major U.S. universities across a variety of subject areas, including the humanities. UK ranked 39th on this measure.	**Q4/Q5.** Scholarly work of faculty indicates quality in teaching, research, and public service
In 2004-05, five UK faculty received awards from a prestigious group of awards tracked by *TheCenter* for its annual evaluation of the quality of American research universities. In 2003-04, UK faculty received 11 such awards and ranked 32nd on this measure.	**Q4/Q5.** Scholarly work of faculty indicates quality in teaching, research, and public service
In 2003-04, UK had $130 million in federal research expenditures (as reported on the NSF survey), compared to $120 million the previous year. The 2003-04 level represents a 109 percent increase since 1997. In 2001-02, UK ranked 35th in the composite score model, with $100.4 million in federal research expenditures.	**Q5.** Research and development expenditures drive innovation and economic development
In 2003-04, UK had $168 million in nonfederal research expenditures (as reported on the NSF survey), compared to $152 million the previous year. In 2001-02, UK ranked 23rd with $135.8 million in nonfederal research expenditures.	**Q5.** Research and development expenditures drive innovation and economic development

THE FIVE QUESTIONS
Q1. Are more Kentuckians ready for postsecondary education?
Q2. Is Kentucky postsecondary education affordable for its citizens?
Q3. Do more Kentuckians have certificates and degrees?
Q4. Are college graduates prepared for life and work in Kentucky?
Q5. Are Kentucky's people, communities, and economy benefiting?

To measure progress toward becoming a top 20 university, UK tracks its composite score, determined by nine measures across four domains, as illustrated in the table below. A retrospective analysis suggests that UK would have ranked about 40th in 1997. Currently, UK's composite score ranks 35th among the 88 public, research-extensive institutions with at least $20 million in federal research expenditures.

Progress toward Goal 2 of HB 1: UK Progress Toward Becoming a Top 20 Research University				
Domain	**Measure**	**Value**	**Rank**	**Link to Public Agenda**
Undergraduate Education	ACT (2004-05)	24.2	47	**Q1.** Gauges students' preparation for college
	Six-Year Graduation Rate (2004-05)	60%	51	**Q3.** Graduating in six years increases likelihood of obtaining degree
	Student-Faculty Ratio (2004-05)	17 to 1	35	**Q4.** Enhances quality of instruction and student learning
Graduate Education	Doctorates Granted (2003-04)	233	44	**Q3.** Increases degree production
	Postdoctoral Appointments (2002-03)	230	30	**Q4/Q5.** Increases student engagement and learning and contributes to economic development
Faculty Recognition	Citations	42,288	39	**Q4.** Scholarly work of faculty indicates quality in teaching, research, and public service
	Awards	11	32	**Q4.** Scholarly work of faculty indicates quality in teaching, research, and public service
Research	Federal Expenditures	$100.4M	35	**Q5.** Research and development expenditures drive innovation and economic development
	Non-Federal Expenditures	$135.8M	23	**Q5.** Research and development expenditures drive innovation and economic development
Total Score			**35**	

THE FIVE QUESTIONS
Q1. Are more Kentuckians ready for postsecondary education?
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Q5. Are Kentucky's people, communities, and economy benefiting?

HB 1 Goal 3

Goal 3: A premier, nationally recognized metropolitan research university at the University of Louisville.

The University of Louisville's mission to become a premier, nationally recognized metropolitan research university was embraced in its 1998 strategic plan, the *Challenge for Excellence*, and continues to be the driving force behind the university's planning efforts. A "balanced scorecard" of key indicators devised in 1999 serves as the management tool to track annual progress on goals, which have been identified through 2008.

The following achievements highlight the University of Louisville's growing national prominence within each area of strategic emphasis. Specific connections to the Public Agenda are noted in the second column.

Progress toward Goal 3 of HB 1	Link to Public Agenda
ACT composite score increased from 23.6 (2004) to 23.9 (2005). The composite in 1999 was 21.5.	**Q1.** Gauges students' preparation for college
Six-year graduation rate increased from 33.2 percent in 2004 to 36.7 percent in 2005.	**Q3.** Graduating in six years increases likelihood of obtaining degree
UofL doctoral graduates continue to increase with 112 in 2004-5.	**Q3.** Increases degree production
US News and World Report ranked UofL's undergraduate business program in the top 7 percent nationally and the entrepreneurship program in the top 20.	**Q5.** Attracts and produces more human capital to support economic development
A record 17 UofL students received prestigious, national scholarships and awards.	**Q4.** Indicates quality of instruction and student learning
UofL engineering students were among the top ten in the nation in the most intense automotive design and performance competition.	**Q4/Q5.** Indicates quality of instruction and student learning as well as enhancing economic development
A team of UofL finance students won the 2005 Student Investment Fund competition.	**Q4.** Indicates quality of instruction and student learning
The UofL Graduate School received a $60,000 grant from the Council of Graduate Schools to participate along with 20 other major universities in the PhD completion project.	**Q3.** Increases degree production
Extramural research and development funding at UofL increased from $88.5 million to $119.2 million, including but not limited to: Speed School of Engineering (USDOE $1.9M, EPSCoR $900,000, EPA $1.3M); Arts and Sciences (UKRF $2.4M); Education (Olin Foundation $1.3M); Dentistry (CDC $670,000); Medicine (USDOE $2.9M, NIH $16.8M); and Music (World Leadership Center $95,000).	**Q5.** Research and development expenditures drive innovation and economic development
UofL received a federal grant of $22 million to build a BSL3 research laboratory.	**Q5.** Research and development expenditures drive innovation and economic development
The percentage of UofL students on funded research increased by 54 percent.	**Q4.** Involving students in research improves student engagement and learning
UofL achieved all eight objectives of the Kentucky Plan, which deals with African American student enrollment and faculty recruitment.	**Q3/Q4.** Increased enrollment needed to increase degree production; diversity contributes to the quality of the academic experience
UofL engages in more than 1,400 ongoing partnerships with business, government, and civic entities within the community.	**Q5.** Deals with institutions' responsibility to the well-being of their communities
UofL alumni and friends invested more than $66 million in university priorities.	**Q2.** Private fundraising frees up state resources and keeps tuition affordable
UofL achieved accreditation from the Association for the Accreditation of Human Research Protection Programs.	**Q4.** Indicates quality of instruction and student learning

THE FIVE QUESTIONS
Q1. Are more Kentuckians ready for postsecondary education?
Q2. Is Kentucky postsecondary education affordable for its citizens?
Q3. Do more Kentuckians have certificates and degrees?
Q4. Are college graduates prepared for life and work in Kentucky?
Q5. Are Kentucky's people, communities, and economy benefiting?

| HB 1 Goal 4 |

Goal 4: Regional universities, with at least one (1) nationally recognized program of distinction or one (1) nationally recognized applied research program, working cooperatively with other postsecondary education institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

Goal 4 focuses primarily on two objectives for the six comprehensive universities: the development of at least one nationally recognized program and the promotion of collaborative programs and initiatives that increase Kentuckians' access to postsecondary education.

Programs of Distinction
The Council supports the first goal through Programs of Distinction that enhance each university's academic strengths and bolster the quantity and quality of educational opportunities available in Kentucky. The following chart summarizes the progress the institutions have made toward achieving national prominence in these select areas.

Progress toward Goal 4 of HB 1: Programs of Distinction			
Institution	**Program of Distinction**	**Progress in 2004-05**	**Link to Public Agenda**
EKU	Justice and Safety	• Received 37 grants totaling $43.6 M • Initiated 7 applied research projects with prospects for commercial application • Developed a new Office of Distance Education and Multimedia Services	**Q5/Q3.** Research and services promote economic development and community well-being; distance education increases enrollment and access, leading to more degrees
KSU	Aquaculture	• Received 3 grants totaling $362,000 • Generated nearly $1M in income from increased production • Expanded online curriculum, attracting 62 students from 25 states and 7 countries	**Q5/Q3.** Research and services promote economic development; distance education increases enrollment and access, leading to more degrees
MoSU	Regional Analysis and Public Policy	• Established a dual degree program (BA/MPA) with UK's Martin School for Public Policy, a nationally ranked program • Created a new multi-disciplinary program with options in spatial analysis and federalism with the support of federal funds and the Martin School • With the Space Science Center, created the Office of Economic Development and Research Outreach to establish a modern telecommunication infrastructure	**Q3/Q5.** Increased regional access leads to more enrollment and degrees; telecommunications enhances economic development
MuSU	Telecommunications Systems Management	• Increased enrollment by 12 percent • Launched an online BS degree • Received grants totaling $540,000 • Sponsored the third national conference in the field and formed a national organization and advisory board	**Q3/Q5.** Increased enrollment and access lead to more degrees; telecommunications enhances economic development
NKU	Integrated Natural Science and Mathematics	• Doubled the number of P-12 students and teachers served • Faculty presented 16 conference papers and published 18 articles, while students presented 12 conference papers • Collaborated with other agencies and businesses—including Toyota, the Northern Kentucky Chamber of Commerce, TRI ED and iSPACE—on 16 initiatives to assist P-12 schools	**Q1/Q4.** Outreach to P-12 increases preparation for college; scholarly work enhances quality of instruction and student learning
WKU	21st Century Media	• The photojournalism program swept first place in every round in Hearst competitions and was named overall champion for the fourteenth time in 16 years • Received a $100,000 grant from the Knight Foundation to develop an online module on photojournalism, in partnership with the National Press Photographers Association, the Poynter Institute, and News University	**Q4/Q3.** Student excellence indicates quality of learning; distance education increases enrollment and access, leading to more degrees
WKU	Applied Research and Technology	• 168 professional articles / proceedings accepted for publication • 195 papers or panels presented at local, regional, and national conferences and competitions • 547 faculty, staff, and students involved in collaborative research, teaching, and outreach • 39 documented collaborations with K-12	**Q1/Q4.** Outreach to K-12 improves preparation for college; scholarly work enhances quality of instruction and student learning

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Collaboration with other institutions

The comprehensive institutions cooperate with a wide variety of educational, economic, and community partners to further economic development and quality of life in their service regions. Additionally, they collaborate with other public and independent postsecondary institutions to increase access to academic programs and services, as directed by HB 1. A more complete discussion of these initiatives can be obtained upon request; the major, statewide collaborative initiatives are summarized below.

Progress toward Goal 4 of HB 1: Collaboration with other institutions

Collaborative Initiative	Participating Institutions	Progress	Link to Public Agenda
Statewide 2 + 2, General Education, and other transfer agreements, which enable technical, general education, and other associate-level courses to transfer to related bachelor degree programs.	KCTCS and the 8 public universities	45 agreements finalized to date	**Q3.** Smoother transfers lead to increased degree production
KBRIN, a consortium of state and independent institutions focused on building the state's infrastructure for biomedical research.	8 public and 5 independent universities	Received a 5-year award in 2004 to fund independent biomedical research proposals from junior faculty at Morehead, NKU, WKU, and EKU	**Q5.** Enhances economic development
The Statewide Engineering Strategy, a partnership to offer joint bachelor's degrees in mechanical, civil, electrical, and telecommunications engineering.	UK, UofL, WKU, MuSU	Since 2003-04, 58 bachelor's degrees have been awarded	**Q3/Q5.** Increases degree production and intellectual capital for economic development
Appalachian Math and Science Partnership Grant, a five-year, $22 million National Science Foundation initiative.	UK, KCTCS, and the other public universities	In 2005, professional development programs served 246 elementary, 170 middle and high school, and 74 pre-service teachers	**Q1.** Improves preparation of K-12 students for college
University Center of the Mountains, a partnership to provide citizens of southeast Kentucky direct access to four-year postsecondary opportunities.	KCTCS, Hazard Community and Technical College, EKU, MoSU, Lindsey Wilson College	UCM enrollment has grown to approximately 300 students in 15 degree programs	**Q3.** Improves access and enrollment, which leads to more degrees
Statewide Public Health Initiative, an initiative to create online, modularized public health curricula that can be accessed by graduate students, nursing and allied health students and professionals, and public health employees.	UK, UofL, EKU, WKU	UK was accredited by the Council on Education for Public Health in fall 2005; WKU's accreditation was extended; and UofL and EKU are midway through the process.	**Q3/Q5.** Leads to more degree production and produces intellectual capital for the workforce
Kentucky State University and Bluegrass Community and Technical College Agreement, for the purpose of developing and promoting a program of studies in business by combining courses taken at the BCTC with the business bachelor's degree program at KSU	Kentucky State University and Bluegrass Community and Technical College	Agreement signed by both institutions November 9, 2005	**Q3.** Smoother transfers lead to increased degree production
Educational Leadership Redesign Initiative, an effort to develop a new generation of school leaders through redesigned programs that more effectively address the evolving and emerging issues of curriculum, delivery, assessment, and administration.	Seven public and three independent universities	Recommendations to revise principal preparation approved by State Action Education Leadership Project	**Q1.** Improves K-12 instruction, thereby improving preparation for college
Kentucky Postsecondary Education Network (KPEN), a collaboration of all state-supported institutions in a high-speed network specifically designed for postsecondary education applications.	UK, KCTCS, and the other public universities	Internet access for 200,633 students and 25,790 faculty, resulting in cost savings	**Q2.** Allows universities to reallocate resources and control costs

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HB 1 Goal 5

Goal 5: A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.

In 1997, HB 1 consolidated the University of Kentucky Community College System and the technical schools administered by the Workforce Development Cabinet to create the new Kentucky Community and Technical College System. Encompassing 16 districts and 65 locations across the state, KCTCS serves as the primary entry point into postsecondary education for thousands of traditional and nontraditional students seeking to improve their preparation for postsecondary study, transfer general education requirements to a public four-year university, or gain workforce or employability skills.

Organizational changes are underway at KCTCS to further unify the system and facilitate the efficient delivery of educational services. In 2004-05, KCTCS made significant progress toward the consolidation and single accreditation of its community and technical colleges with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS approved the consolidation of Jefferson Community College and Jefferson Technical College, as well as Maysville Community College and Rowan Technical College. Lexington Community College joined the Kentucky Community and Technical College System July 1, 2004, a transition that furthered the KCTCS commitment to statewide access. The consolidation of Lexington Community College and Central Kentucky Technical College currently is pending SACS approval.

Assuring Statewide Access

KCTCS and the Council track indicators that capture the system's progress in increasing educational attainment in the Commonwealth and access to postsecondary education. KCTCS especially is committed to serving place-bound, nontraditional, and adult students, as well as students in need of remediation for academic purposes or personal enrichment.

Progress toward Goal 5 of HB 1: Assuring Statewide Access	Link to Public Agenda
KCTCS enrollment rose from 81,990 in fall 2004 to 84,931 in fall 2005, an increase of 3.6 percent. KCTCS enrollment has increased 64 percent since 1998.	**Q3.** Increased enrollment is needed to increase degree production
During fall 2004, over 28,000 KCTCS students enrolled in online and blended distance education courses, an increase of 113 percent over the previous year.	**Q3.** Distance education increases enrollment and access, leading to more degrees
Between fall 2003 and fall 2004, minority students as a percentage of KCTCS enrollment increased from 8.4 percent to 9.3 percent.	**Q3.** Increased minority access leads to increased degree production and closing of achievement gaps
During 2004-05, 21,399 KCTCS students enrolled in one or more remedial/developmental courses.	**Q1.** Developmental coursework increases preparation for and success in college
KCTCS partnered with Kentucky Adult Education to provide adult education services to developmental education students who are co-enrolled in KCTCS and KYAE.	**Q1/Q3.** Improving the skills of adult education students feeds the postsecondary pipelines and leads to more degrees
KCTCS and KYAE participated in a study conducted for the U.S. Department of Education by Berkley Policy Associates on the transition of adult learners from adult basic education to community and technical colleges.	**Q3.** Smoother transitions increase the likelihood of persisting to degree completion
KCTCS collaborated with the Governor's Americans with Disabilities Act (ADA) Taskforce on Postsecondary Education, the Council, the Office of the Kentucky ADA Coordinators, and Eastern Kentucky University in building awareness and understanding of accessibility issues, resources, and policy for postsecondary education.	**Q3.** Increased access leads to increases in enrollments and degrees

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Facilitating Student Transfer

KCTCS continues to work hand-in-hand with the Council to improve the transferability of credit from two-year to four-year institutions. A statewide committee is in place to address ongoing issues related to course articulation and transfer of credit. The committee has improved the transfer process through such initiatives as completer and 2 + 2 agreements (which enable students to transfer technical or associate-level credits to bachelor's degree programs), the statewide general education transfer policy, and the Course Applicability System, an online transfer planning system. Highlights in 2004-05 are summarized in the chart below.

Progress toward Goal 5 of HB 1: Statewide Transfer	Link to Public Agenda
The number of KCTCS students transferring to four-year Kentucky institutions increased by nearly 10 percent, to 3,239 in 2004, as reported by the Council.	**Q3.** Transfer leads to more baccalaureate degree production
KCTCS and the Council administered the Community and Technical College Student Survey in October 2004, which investigated students' academic intentions and perceived barriers to meeting higher education goals, including students' plans for and attitudes toward transfer.	**Q3.** Enables the creation of plans that remove barriers to transfer and lead to more baccalaureate degree production

Training Kentucky's Workforce

KCTCS has made progress on a range of community and economic development indicators, as summarized in the chart below.

Progress toward Goal 5 of HB 1: Training Kentucky's Workforce	Link to Public Agenda
Increased workforce enrollment (credit and non-credit) from 30,994 in 2003-04 to 36,921 in 2004-05 (a 19 percent increase).	**Q5.** A trained workforce enhances economic development
Increased employment assessments by 10 percent, from 78,103 in 2003-04 to 85,637 in 2004-05.	**Q5.** A trained workforce enhances economic development
Provided personal enrichment opportunities through community education to 29,589 Kentuckians.	**Q5.** Personal enrichment enhances Kentuckians' quality of life
Renewed the contract for the Ready-to-Work collaboration with the Kentucky Cabinet for Health and Family Services for the eighth straight year. Through RTW programs, KCTCS delivered an array of support and case management services to 2,249 low-income parents attending KCTCS colleges or Adult Basic Education programs throughout Kentucky.	**Q1/Q5.** Support services for at-risk, adult students increases their chance for success and benefits the workforce and society
Continued development of visualization and assessment technologies by presenting a national Web cast March 31, 2005, through the National Center for Career and Technical Education, and hosting a national training workshop April 26-28, 2005.	**Q5.** Technology enhancements increase economic development opportunities
Increased educational and job opportunities for adult learners through collaboration with the Kentucky Virtual University and business and industry partners to deliver the Kentucky Manufacturing Skills Standards online.	**Q5.** Increases opportunities for employment benefits the workforce and society
Hosted an automotive industry conference April 14, 2005, using the National Science Foundation-funded Auto Workforce Collaborative Planning Grant.	**Q5.** Enhances economic competitiveness
Established a joint Industry-based Modular and Accessible Credentials (IMAC) project in spring 2005. IMAC will provide a comprehensive training program that will award college credit to company employees and document the skills of Kentucky's incumbent workers.	**Q5.** A trained workforce enhances economic development
Funded 69 projects that served 16,612 individuals through the Kentucky Workforce Investment Network System (KY WINS).	**Q5.** A trained workforce enhances economic development
Received funding for 30 Workforce Alliance projects, reflecting a financial commitment from KYAE of $300,000.	**Q5.** A trained workforce enhances economic development
Awarded Kentucky Employability Certificates to 1,889 individuals.	**Q5/Q3:** Increases opportunities for employment benefits the workforce and society and produces more certificates
Served as a primary partner in a statewide database initiative, e3KY (KyExCeL), designed to capture workforce credentials statewide and provide an opportunity to connect businesses with individuals with specific skill sets.	**Q5.** Increases opportunities for employment benefits the workforce and society

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Appendix A: Additional Council Resources

The Council's policies and initiatives are organized by the five questions of reform. This index shows the efforts currently underway in each area of reform as defined by the five questions. The icons for each question can be found throughout the Council Web site to identify when an item or issue is directly related to answering one or more of the five questions.

Question 1: Are more Kentuckians ready for postsecondary education?

Advanced Placement	http://www.cpe.ky.gov/policies/academicpolicies/AP/
American Diploma Project	http://www.cpe.ky.gov/policies/academicinit/ADP/
GEAR UP Kentucky	http://www.cpe.ky.gov/policies/academicinit/GearUp/
Go Higher Kentucky	http://www.cpe.ky.gov/policies/academicinit/GoHigher/
Governor's Minority Student College Preparation Program	http://www.cpe.ky.gov/policies/academicinit/GMSCPP/
Kentucky Adult Education	http://www.kyae.ky.gov/
Kentucky Early Mathematics Testing Program	http://www.cpe.ky.gov/policies/academicinit/KEMTP/
P-16 Councils	http://www.cpe.ky.gov/policies/academicinit/P16/
Quality and Accountability Policy Group	http://www.cpe.ky.gov/committees/quality/
Teacher Quality Initiatives	http://www.cpe.ky.gov/policies/academicinit/TeacherQuality/

Question 2: Is Kentucky postsecondary education affordable for its citizens?

Affordability Policy Group	http://www.cpe.ky.gov/committees/affordability/
Go Higher Kentucky	http://www.gohigherky.org
Doctoral Scholars Program	http://cpe.ky.gov/policies/academicinit/SREB/DoctoralScholars/
Kentucky Educational Excellence Scholarship	http://cpe.ky.gov/policies/academicpolicies/KEES/
Student Residency	http://cpe.ky.gov/policies/academicpolicies/residency/
Tuition	http://cpe.ky.gov/NR/rdonlyres/637EC4E0-33BF-41C0-B13C-8C0F165319B7/0/4_DraftTuitionPolicy.pdf

Question 3: Do more Kentuckians have certificates and degrees?

Statewide Public Health Initiative	http://cpe.ky.gov/policies/academicpolicies/PublicHealth/
Academic Program Approval and Review	http://cpe.ky.gov/policies/academicpolicies/AcPrograms/
Equal Opportunity Plans	http://cpe.ky.gov/policies/equalopportunities/default/
Distance Education	http://cpe.ky.gov/policies/academicpolicies/distanceed/
Optometry Contract Spaces	http://cpe.ky.gov/policies/academicinit/SREB/Optometry/
Students with Disabilities	http://cpe.ky.gov/policies/academicpolicies/disabilities/
Statewide Engineering Initiative	http://cpe.ky.gov/policies/academicpolicies/Engineering/
Academic Common Market	http://cpe.ky.gov/policies/academicinit/SREB/ACM/
Transfer Planning	http://www.cpe.ky.gov/policies/academicinit/Transfer/
Veterinary Medicine Contract Spaces	http://cpe.ky.gov/policies/academicinit/SREB/VetMed/
Virtual Learning	http://cpe.ky.gov/policies/virtual/

Question 4: Are college graduates prepared for life and work in Kentucky?

Institutional Licensure	http://cpe.ky.gov/policies/academicpolicies/licensure/
Program Approval Policy	http://cpe.ky.gov/policies/academicpolicies/AcPrograms/
Program Productivity Review	http://cpe.ky.gov/policies/academicpolicies/AcPrograms/
Statewide Engineering	http://cpe.ky.gov/policies/academicpolicies/Engineering/
Statewide Public Health Initiative	http://cpe.ky.gov/policies/academicpolicies/PublicHealth/
Students with Disabilities	http://cpe.ky.gov/policies/academicpolicies/disabilities/

Question 5: Are Kentucky's people, communities, and economy benefiting?

Commercialization Investment Programs	http://cpe.ky.gov/policies/economic/CIP/
Connect Kentucky	http://cpe.ky.gov/policies/economic/ConnectKY/
Kentucky Statewide Experimental Program to Stimulate Competitive Research	http://cpe.ky.gov/policies/economic/EPSCoR/
Kentucky Science & Engineering Foundation	http://cpe.ky.gov/policies/economic/KSEF/
Knowledge Economy Annual Reports	http://cpe.ky.gov/policies/economic/KnowledgeEc/
Research & Development Voucher Program	http://cpe.ky.gov/policies/economic/RandD/
Responsive Ph.D. Initiative	http://cpe.ky.gov/policies/economic/ResponsivePhD/
Rural Innovation Program	http://cpe.ky.gov/policies/economic/RuralInn/
Research, Economic Development, and Commercialization Policy Group	http://cpe.ky.gov/committees/research/

Appendix B: Institutional Accountability and Planning Resources

The following are links to important institutional accountability and planning resources.

Public Agenda Campus Action Plans   http://www.cpe.ky.gov/planning/strategic/

Eastern Kentucky University
Strategic Plan   www.oie.eku.edu
Essential Elements of the Strategic Plan   http://www.oie.eku.edu/spc/ekuStrategicPlan.php#header5
Institutional Research   http://www.ir.eku.edu/

Kentucky Community and Technical College System
Strategic Plan 2000-2005   http://kctcs.edu/strategicplanning/200005.html
Strategic Plan 2006-10   http://kctcs.edu/strategicplanning/200610.html
President's Reports   http://www.kctcs.edu/organization/board/meetings/

Kentucky State University
Office of Institutional Research & Effectiveness   http://www.kysu.edu/about_ksu/president/oire/

Morehead State University
Strategic Plan and Progress Report   http://www.moreheadstate.edu/opb/index.aspx?id=4030
Division of Planning, Budgets, and Technology   http://www.moreheadstate.edu/opb/index.aspx?id=79

Murray State University
Office of Institutional Research   http://www.murraystate.edu/oir/index.htm
Strategic Planning and Institutional Effectiveness   http://www.murraystate.edu/provost/strategic/index.htm
Assessment at Murray State University   http://www.murraystate.edu/provost/assessment/index.htm
Murray State Financial Statement   http://www.murraystate.edu/administration/financial_statements/treasurers_report.htm

Northern Kentucky University
Strategic Agenda   http://president.nku.edu/page.asp?p=0715900
Institutional Research   http://www.nku.edu/~oir/
Annual Financial Report   http://access.nku.edu/comptroller/
Annual Operating Budget   http://www.nku.edu/~vpefp/financialplan/Annual%20Budget.htm

University of Louisville
Institutional Research and Planning   http://institutionalresearch.louisville.edu/
Institutional Effectiveness & Assessment   http://institutionalresearch.louisville.edu/ie/
Planning   http://institutionalresearch.louisville.edu/planning/
Efficiency Efforts   http://www.louisville.edu/vpf/budget/efficiencyefforts.pdf
Delivering on Our Promise of a Significant Return   http://www.louisville.edu/president/uoflupdate/january2006/
Endowment Match Program 2004-05 Annual Report   http://www.louisville.edu/bucksforbrains/executive_summary.pdf

University of Kentucky
Office of Institutional Research, Planning & Effective- http://www.uky.edu/OPIE/
ness
Office of Planning, Budget & Policy Analysis   http://www.uky.edu/OPBPA/Planning/PlanningGoals.html
Top 20 Business Plan   http://www.uky.edu/OPBPA/business_plan.htm
Strategic Plan 2003-2006   http://www.uky.edu/Home/2003-06Strategic%20Plan/

Western Kentucky University
Strategic Plan 2003-2006   http://www.wku.edu/sacs/SACS%20Final/chapter2/2_5_Challenging%20the%20Spirit.pdf
Strategic Planning Database   http://www.wku.edu/sacs/SACS%20Final/chapter2/2_5_Strategic%20Planning%20Documentation%20Index.pdf
Planning and Evaluation   http://www.wku.edu/sacs/SACS%20Final/chapter2/doc2.5.htm
Office of Institutional Research   http://www.wku.edu/Dept/Support/AcadAffairs/instres/

Appendix C: Technical Notes

Kentucky Postsecondary and Adult Education 2004-05 Fact Sheet, Page 8

Total population, median household income, percent living in poverty, and estimated percent who do not have medical insurance are all from the 2000 US Census.

Percent eligible for Medicaid is based on unpublished 2005 eligibility data from the Cabinet for Health and Family Services, Department for Medicaid Services, and US census data.

Percent of registered voters who voted in the November 2004 election is from the State Board of Elections.

Unemployment rate 2004 is from the Kentucky Office of Employment and Training.

Percent of households with a computer and internet is from the U.S. Census Bureau, Current Population Survey, October 2003.

Employment by Sector information is 2004 data from the Bureau of Labor Statistics. The self-employed and certain other workers are not included, and some data have been withheld due to BLS confidentiality rules.

Highest Level of Education information is from the 2004 American Community Survey, US Census Bureau for those aged 25 and older.

College Readiness information is based on ACT or equivalent scores by 2001 and 2002 high school graduates who entered a Kentucky postsecondary institution in fall 2002.

Public high school graduates in 2004 are from the Kentucky Department of Education.

Kentucky Adult Education enrollments in fiscal 2005 and GEDs awarded in fiscal 2005 are from Kentucky Adult Education. County enrollments may be duplicated due to participation in multiple program areas or attendance in multiple counties. State totals reflect unduplicated enrollments from county and state-level programs.

Financial Aid to Students information is from the Kentucky Higher Education Assistance Authority.

Benchmark Funding Gap represents the additional funding necessary to raise the funding levels of Kentucky public postsecondary institutions to a targeted level relative to their peer institutions.

All other information is from the Council on Postsecondary Education.

Question 1: Are more Kentuckians ready for postsecondary education?

State Key Indicators

1.01 K-12 student achievement – Average (mean) composite ACT score of high school students.

1.02 Scores of three or higher on Advanced Placement exams – Number of scores that are three or higher on Advanced Placement subject tests per 1,000 high school juniors and seniors.

1.03 Incoming Kentucky high school graduates requiring remediation in mathematics or English – Percentage of students from in-state high schools with subject scores that place them in need of remediation. The numerators for mathematics and English are the number of students with scores at or below the remedial cut-offs (ACT score of 19 for mathematics and 18 for English), while the denominator in both cases is the total number of first-time, degree-seeking college students who graduated from in-state high schools in the

placement test year.

1.04 Kentuckians earning GEDs – Total number of GEDs awarded in the calendar year. State GED totals include all GEDs awarded in Kentucky whether instructional assistance was provided by the county program or other entities.

Institution Key Indicator

1.05 K-12 teacher preparation – Education Professional Standards Board Quality Performance Index for teacher preparation programs.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

State Key Indicators

2.01 Kentuckians' ability to pay for college – Net annual cost of attending college (tuition, room, and board, minus financial aid) as a percentage of median family income. The percentage is calculated separately for each of three institutional sectors (public four-year institutions, independent four-year institutions, and two-year institutions) and five family income quintiles, and then averaged over the income quintiles for each institutional sector.

2.02 Low-income Kentuckians' ability to pay for college – Tuition and fees for full-time residents at the lowest-priced public institution in the state as a percentage of median family income in the lowest income quintile in the state.

2.03 State investment in need-based financial aid as compared to the federal investment – Amount of state need-based aid awarded to undergraduates as a percentage of the distribution of federal Pell grant aid by students' state of residence.

2.04 Student loan debt – Average loan amount of all Stafford and PLUS loans to undergraduate students and their parents in a fiscal year.

Institution Key Indicator

2.05 Net cost of attendance as a percent of median family income – Average annual cost of full-time tuition, fees, room, and board minus average aid (federal, state, and institutional grants) per undergraduate student full-time equivalent as a percentage of the median family income in the state or service area.

Question 3: Do more Kentuckians have certificates and degrees?

State Key Indicators

3.01 Ninth-graders' chance for college – Percentage of ninth-graders who are enrolled in a postsecondary education institution four years later. The numerator is the number of first-time freshmen from the state enrolled in a postsecondary education institution, in-state or out-of-state, while the denominator is the product of the number of public school ninth-graders enrolled in the state four years earlier multiplied by a private school adjustment factor consisting of the total number of students graduating from high school in the state in the academic year divided by the number of students graduating from public high school in the state in the academic year.

3.02 College-going rate of GED graduates – Percentage of GED graduates who have enrolled in a postsecondary education institution in the same state within two years. The numerator is the number of GED graduates enrolled in a postsecondary education institution in the same state at any time within the academic year or the previous academic year, while the denominator is the number of GED awards made in the fiscal year two years prior to the academic year.

3.03 Undergraduate enrollment – Total fall semester head-count of undergraduate enrollments, including full-time and part-time, degree-seeking and nondegree-seeking students.

3.04 Graduate enrollment – Total fall semester headcount of graduate and first-professional enrollments.

3.05 Degrees and other credentials awarded – Total number of certificates, diplomas, and degrees at all levels awarded during the academic year.

3.06 Degrees and other credentials awarded to racial-ethnic minorities – Total number of certificates, diplomas, and degrees at all levels awarded to members of racial-ethnic minority groups during the academic year.

Institution Key Indicators

3.07 Undergraduate enrollment – Total fall semester head-count of undergraduate enrollments, including full-time and part-time, degree-seeking and nondegree-seeking students.

3.08 Graduate enrollment – Total fall semester headcount of graduate and first-professional enrollments.

3.09 Students transferring to Kentucky's four-year institutions from KCTCS – Total number of first-time transfers from KCTCS to four-year institutions in-state during the academic year.

3.10 Graduation rate – Percentage of baccalaureate degree-seeking students who graduate within six years. The graduation rate reported for a given academic year is calculated at the conclusion of the academic year based on the baccalaureate cohort matriculating in the fall semester six years previously.

3.11 Persistence rate – Percentage of full-time and part-time credential-seeking students who have graduated, transferred, or are still enrolled three years after entry. The persistence rate reported for a given academic year is calculated at the conclusion of the academic year based on the student cohort matriculating in the fall semester three years previously.

3.12 Degrees and other credentials awarded by four-year institutions – Total number of credentials above the associate level awarded during the academic year.

3.13 Associate degrees awarded by KCTCS – Total number of associate degrees awarded during the academic year.

3.14 Certificates and diplomas awarded by KCTCS – Total number of credentials below the associate level awarded during the academic year.

3.15 Degrees and other credentials awarded to racial-ethnic minorities – Total number of credentials above the associate level awarded to members of racial-ethnic minority groups during the academic year (at four-year institutions) or total number of credentials at all levels awarded to members of racial-ethnic minority groups during the academic year (at two-year institutions).

Question 4: Are college graduates prepared for life and work in Kentucky?

State Key Indicators

4.01 Performance of college graduates on statewide learning assessments – Comparison of Kentucky to national per-

formance on WorkKeys and College Learning Assessment (CLA).

4.02 Performance of college graduates on licensure and graduate school entrance exams – Comparison of Kentucky to national performance on graduate school placement exams (GRE, LSAT, GMAT & MCAT) and professional licensure exams.

Institution Key Indicators

4.03 Student engagement in the undergraduate learning experience – Institutional scores for first-year students and seniors on the NSSE benchmarks of effective educational practice (level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment) (at four-year institutions) or institutional scores for students on similar CCSSE benchmarks of effective educational practice (at two-year institutions).

4.04 Civic participation of students – Percentages of first-year students and seniors (at four-year institutions) or of all students (at two-year institutions) reporting volunteerism and that their college experience contributed to civic knowledge and skills.

Question 5: Are Kentucky's people, communities, and economy benefiting?

State Key Indicators

5.01 Research and development per capita – Total extramural research and development expenditures per capita for the institutionally defined fiscal year.

5.02 College graduates remaining in Kentucky to live or work – Percentage of graduates of in-state institutions living or working in the same state five years after graduation.

5.03 Degree and other credential production in focus fields – Total number and percentage of credentials at all levels awarded in science, technology, engineering, and mathematics (STEM) fields during the academic year.

5.04 Workforce training and assessment – Participation in KYAE and KCTCS workforce training and assessment programs, including KCTCS credit and non-credit workforce enrollments, fire/rescue training and employment assessments, and KYAE Workforce Projects, Workforce Alliance, and workforce assessments.

Institution Key Indicators

5.05 Extramural research and development funding – Total extramural research and development expenditures for the institutionally defined fiscal year.

5.06 Business start-ups – Number of new business start-ups dependent upon the licensing of the institution's technology that have their primary place of business in the institution's home state at the end of the institutionally defined fiscal year.

5.07 Educational and service agreements – Number and dollar amount of formal agreements in support of educational, applied research, or consultative services to businesses, entrepreneurs, P-12 education, government, or community groups.

5.08 Community involvement – Number of faculty and staff engaged in the community projects as extensions of their university roles.

Kentucky Postsecondary Institutions

Public Universities

Eastern Kentucky University
Richmond, KY
859.622.1000
www.eku.edu

Kentucky State University
Frankfort, KY
502.597.6000
www.kysu.edu

Morehead State University
Morehead, KY
606.783.2000
www.morehead-st.edu

Murray State University
Murray, KY
800.272-4678
www.murraystate.edu

Northern Kentucky University
Highland Heights, KY
859.572.5220
www.nku.edu

Western Kentucky University
Bowling Green, KY
270.745.0111
www.wku.edu

University of Kentucky
Lexington, KY
859.257.9000
www.uky.edu

University of Louisville
Louisville, KY
502.852.5555
www.louisville.edu

Kentucky Community and
Technical College System
Versailles, KY
859.256.3100
www.kctcs.edu

   Ashland CTC
   Big Sandy CTC
   Bluegrass CTC
   Bowling Green TC
   Elizabethtown CTC
   Gateway CTC
   Hazard CTC
   Henderson CC
   Hopkinsville CC
   Jefferson CTC
   Madisonville CC
   Maysville CTC
   Owensboro CTC
   Somerset CC
   Southeast CTC
   West Kentucky CTC

Association of Independent Kentucky Colleges and Universities

AIKCU
Frankfort, KY
502.695.5007
www.aikcu.org

Alice Lloyd College
Pippa Passes, KY
888.280.4252
www.alc.edu

Asbury College
Wilmore, KY
859.858.3511
www.asbury.edu

Bellarmine University
Louisville, KY
502.452.8131
www.bellarmine.edu

Berea College
Berea, KY
859.985.3000
www.berea.edu

Brescia University
Owensboro, KY
270.685.3131
www.brescia.edu

Campbellsville University
Campbellsville, KY
270.789.5000
www.campbellsville.edu

Centre College
Danville, KY
859.238.5200
www.centre.edu

Georgetown College
Georgetown, KY
502.863.8000
www.georgetowncollege.edu

Kentucky Christian University
Grayson, KY
606.474.3000
www.kcu.edu

Kentucky Wesleyan College
Owensboro, KY
270.926.3111
www.kwc.edu

Lindsey Wilson College
Columbia, KY
800.264.0138
www.lindsey.edu

Midway College
Midway, KY
859.846.4421
www.midway.edu

Pikeville College
Pikeville, KY
606.218.5250
www.pc.edu

Spalding University
Louisville, KY
502.452.8131
www.spalding.edu

St. Catharine College
St. Catharine, KY
859.336.5082
www.sccky.edu

Thomas More College
Crestview Hills, KY
859.341.5800
www.thomasmore.edu

Transylvania University
Lexington, KY
859.233.8300
www.transy.edu

Union College
Barbourville, KY
800.489.8646
www.unionky.edu

University of the Cumberlands
Williamsburg, KY
800.343.1609
www.cumberlandcollege.edu

Proprietary Institution

Sullivan University
Louisville, KY
502-456-6505
www.sullivan.edu

Kentucky Postsecondary Institutions

CC = Community College
CTC = Community and Technical College
TC = Technical College

Independent Institutions are named in italics.

KENTUCKY
Council
an postsecondary education
ONE MISSION. BETTER LIVES.

Ashland CTC

Morehead State University

Big Sandy CTC

Pikeville College

Alice Lloyd College

Hazard CTC

Southeast Kentucky CTC

Kentucky Christian University

Northern Kentucky University

Gateway CTC

Thomas More College

Maysville CTC

Eastern Kentucky University

Union College

Georgetown College

University of Kentucky
Transylvania University
Bluegrass CTC

Berea College

Somerset CC

University of the Cumberlands

Kentucky State University

Midway College

Asbury College

Campbellsville University

Centre College

University of Louisville
Bellarmine University
Spalding University
Sullivan University
Jefferson CTC

St Catharine College

Elizabethtown CTC

Lindsey Wilson College

Western Kentucky University
Bowling Green TC

Madisonville CC

Hopkinsville CC

Brescia University
Kentucky Wesleyan College
Owensboro CTC

Henderson CC

West Kentucky CTC

Mid-Continent University

Murray State University